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ABSTRACT

This guide's 11 sections are: "Evolution of Whole School Reform (WSR) in New Jersey"; "Department of Education Organizational Structure in Support of Urban Education Reform"; "Whole School Reform Regulations"; "School Management Teams: Leading the Process"; "Becoming a Whole School Reform School"; "Whole School Reform Component Plans"; "Required Programs in Secondary Schools"; "Whole School Reform Implementation Plan and School-Based Budget for Elementary Schools"; "Whole School Reform Implementation Plan and School-Based Budget for Secondary Schools and Elementary Schools Incorporating Grades 6 through 8 with Required Programs in Secondary Schools"; "Early Childhood Education"; and "Directory and References." (SM)

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Urban Education Reform in Abbott Districts

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NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF FINANCE
DIVISION OF STUDENT SERVICES

New Jersey Department of Education
Whole School Reform

GUIDE FOR IMPLEMENTING URBAN EDUCATION REFORM IN ABBOTT DISTRICTS

New Jersey Department of Education
Whole School Reform

GUIDE FOR IMPLEMENTING URBAN EDUCATION REFORM IN ABBOTT DISTRICTS

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Camden Public School District

Newark Public School District

Pleasantville Public School District

In addition, special thanks are due to a number of divisions and offices in the Department of Education who contributed valuable expertise to the revision of this guide:

Office of School-to-Career and College Initiatives

Office of Educational Technology

Office of Early Childhood Education

Office of Educational Support Services and Interagency Initiatives

Office of Grants Management and Development

Office of Fiscal Review and Improvement

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- Program Improvement Regional Center-North

INTRODUCTION

> At the threshold to the twenty-first century, New Jersey finds itself struggling along with the rest of the nation to educate citizens who will be competitive in the international marketplace of the future. New Jersey also faces a particular constitutional challenge of implementing a state system of "Thorough and Efficient" public schools.
>
> *Introduction*
> *New Jersey Core Curriculum Content Standards*

The New Jersey Department of Education (DOE), divisions of Finance and Student Services have developed this *Guide for Implementing Urban Education Reform in Abbott Districts*. The guide provides information and general guidance to School Management Teams (SMTs), administrators, educators, parents and community members in the Abbott school districts to effectively implement urban education reform through the school-based planning and management process.

Commissioner of Education David C. Hespe approved revised regulations, *Urban Education Reform in the Abbott Districts*, on June 7, 2000 to facilitate implementation of education reform in 30 Abbott districts. According to the Commissioner, "These regulations provide a blueprint for school-wide reform in our disadvantaged urban areas and will help Abbott districts achieve our Core Curriculum Content standards." The regulations build on the experiences in the Abbott districts since November 1998 and the input received from many groups and individuals that participated in focus groups, submitted written comments and/or spoke at public hearings. The regulations are contained in Section III of this guide.

This guide serves as a single source for practical information about the "why," "what," and "how" of school improvement planning and implementation. The ideas presented throughout - particularly in the *Helpful Hints* - are suggestions and best practices based on research and experiences of people engaged in school-based reform here in New Jersey and throughout the nation. Although drawn from best practices, these do not convey requirements in the regulations.

The Guide for Implementing Urban Education Reform in Abbott Districts dated September, 2000 has been revised to reflect the new regulations effective July 1, 2000. To facilitate the submission of plans and accompanying forms, the contents have been reorganized as described in the following paragraphs.

Sections I-VI contain essentially the same information as the 1999 Guide. Section I provides background information on urban education reform in New Jersey, and Section II outlines the DOE organizational structure to support the reform process. It is strongly suggested that SMTs begin their work with a thorough review of the regulations in Section III and then proceed to Section IV, "School Management Teams." Schools considering joining the third cohort of whole school reform in September 2000 and schools applying for Whole School Reform in January 2001 should read Section V, "Becoming a WSR School." Section VI provides an overview of all required plans contained in the regulations.

Section VII formerly contained only the description of Required Programs in Secondary Schools. The **revised Section VII** contains this description, together with the forms and instructions, for Required Programs in Secondary Schools. Non-WSR middle and high schools should review Section VII.

Section VIII formerly contained a description of the WSR Implementation Plan and School-based Budget for all WSR schools. The forms and instructions for the WSR Implementation Plan were formerly located in the appendix. The **revised Section VIII** includes the description of the WSR Implementation Plan and School-based Budget plus all forms and instructions for completing the plan, including the Particularized Need application, for *elementary schools only.*

Section IX formerly contained the Local Particularized Need application and instructions. The **revised Section IX** includes the description of the WSR Implementation Plan *for secondary schools and elementary schools with grades 6, 7, and/or 8 that are applying for Required Programs in Secondary Schools.* Section IX includes

- all instructions and forms for completing the plan;
- all instructions and forms for completing the Required Programs in Secondary Schools; and
- the Local Particularized Need application and instructions.

These revisions will facilitate the submission of plans and accompanying forms as follows:

1. Secondary schools (middle and high) NOT participating in Whole School Reform will complete only the forms found in Section VII.
2. Elementary schools will complete only the forms found in Section VIII.
3. Secondary schools (middle and high) AND elementary schools with grades 6-8 that choose to apply for Required Programs in Secondary Schools will complete only the forms found in Section IX.

Section X provides information on the DOE Abbott Early Childhood Education Initiative. Finally, Section XI is a resource directory of DOE offices and developers, references, pertinent web sites, and a glossary of terms.

All forms and instructions formerly located in the **Appendix** have been incorporated into Sections VII, VIII and IX outlined above.

Schools and districts are encouraged to **duplicate any or all materials** in this guide.

Nothing presented in this manual is intended to supersede, or be construed as superseding, applicable state or federal legislation, regulations, or any other requirements that govern schools or the use of funds.

Staff from the Office of Program Review and Improvement (OPRI), the Office of Fiscal Review and Improvement (OFRI), and the Program Improvement Regional Centers (PIRCs) are dedicated to providing information to make it easier for local WSR stakeholders to do their jobs. We appreciate your comments and always welcome your suggestions on how we may better serve Abbott districts and schools. Please provide any comments and/or questions to Dr. Barbara Anderson, Assistant Commissioner, New Jersey Department of Education, Division of Student Services 100 Riverview Executive Plaza, P.O. Box 500, Trenton, NJ 08625-0500.

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Section I

Evolution of Whole School Reform (WSR) in New Jersey

SECTION I. EVOLUTION OF WHOLE SCHOOL REFORM IN NEW JERSEY

This section of *the Guide for Implementing Urban Education Reform in Abbott Districts* does the following:

- Outlines significant events leading to Whole School Reform in New Jersey as a result of the *Abbott v. Burke* decisions;
- Describes Whole School Reform in New Jersey; and
- Describes the relationship between the *Abbott v. Burke* decisions and New Jersey's Core Curriculum Content Standards.

A. ESTABLISHING WHOLE SCHOOL REFORM (WSR) IN NEW JERSEY

The Legislature, in 1996, passed the *Comprehensive Educational Improvement and Financing Act* (CEIFA). Plaintiffs on behalf of the 28 Abbott districts challenged this new legislation as facially unconstitutional as applied to the Abbott districts. The New Jersey Supreme Court found CEIFA to be facially constitutional with regard to the adoption of substantive standards, referred to as Core Curriculum Content Standards (CCCS), that served to define a thorough and efficient education (*Abbott IV*). However, the Court found CEIFA unconstitutional as applied to the Abbott districts because CEIFA's supplemental programs, Demonstrably Effective Program Aid (DEPA) and Early Childhood Program Aid (ECPA) were not based on a study of students' actual needs or the costs of meeting those needs, and because the statute did not address the facilities problems of the districts.

The Court determined that it should formulate a remedy for the Abbott districts' circumstances. While recognizing that increased funding for regular education in the Abbott districts was not sufficient to remedy the educational deficiencies in those districts, it mandated, as an interim remedy, that the state provide parity funding for all Abbott districts for the 1997-1998 school year. The Court also directed that administrative controls accompany this increased funding to ensure that the money is spent effectively and efficiently.

The Court then remanded the case to the Superior Court, Chancery Division, for a determination of what supplemental programs and improvements to facilities were needed in Abbott districts. The Court authorized the Superior Court to direct the Commissioner to initiate a study and prepare a report with specific findings and recommendations covering the Abbott districts that must be addressed to ensure a thorough and efficient education for the students in these districts. In addition, the Supreme Court directed the Commissioner to determine what actions would be required to address educational capital and facility needs. Finally, the Court authorized the Superior Court to appoint a Special Master to assist in the proceeding.

Judge Michael Patrick King, a presiding judge of the Appellate Division, was temporarily assigned to the Chancery Division to conduct the remand proceedings. Judge King designated Dr. Allan Odden, a professor at the University of Wisconsin in Madison, as Special Master. He then ordered both sides to submit reports and recommendations concerning supplemental programs, facilities needs, and implementation.

On January 22, 1998, Judge King issued his report and recommendations. Pertinent to this presentation, Judge King adopted the Commissioner's proposal for Whole School Reform (WSR). In May 1998, the Supreme Court also adopted the Commissioner's proposal for WSR as an approach that can enable students in the Abbott school districts to achieve the CCCS (*Abbott v. Burke 153 N.J. 480*). This decision, when implemented in the 28 Abbott districts, will affect 268,000 children, representing 21percent of New Jersey's school population. In July 1999, Plainfield and Neptune were added through legislation to bring the total number of Abbott districts to 30.

B. DESCRIPTION OF WHOLE SCHOOL REFORM (WSR) IN NEW JERSEY

Whole School Reform is a complete restructuring of an entire school, putting in place a series of programs and strategies that have been proven by research to be effective. To succeed, this restructuring requires the support and participation of those who must carry it out and are affected by it. Therefore, the decision to implement WSR and select a model must be made by the principal and faculty of the school. A committee of the stakeholders -- principal, faculty, support staff, parents and community members -- then oversees implementation.

The WSR initiative, a "top-down" *and* "bottom-up" reform strategy, is systemic in nature, unlike previous generations of reforms that were incremental and piecemeal. Current WSR programs systemically address curriculum standards, assessment, teacher professional development, governance, and family and student support, and integrates them with a common set of policies and priorities aimed at improved student achievement at the local school level. The specific WSR models identified for use by the Abbott districts were selected because of their success with populations similar to those in the Abbott districts.

C. CORE CURRICULUM CONTENT STANDARDS (CCCS) AND WSR

The state education system consists of approximately 600 independent school districts that exert considerable local control. Confronting the state, therefore, is the issue of how to ensure that all children receive a "thorough and efficient" education while each district determines its own curriculum. New Jersey's current educational reform agenda is focused on ensuring that all students attain high standards for learning as delineated in the New Jersey Department of Education's 1996 Core Curriculum Content Standards. The CCCS define the concept of "thorough and efficient" as the state constitutional guarantee that students are to be educated within a thorough and efficient system of free public schools. The CCCS describe what all students should know and be able to do upon completion of a thirteen-year public education, K-12.

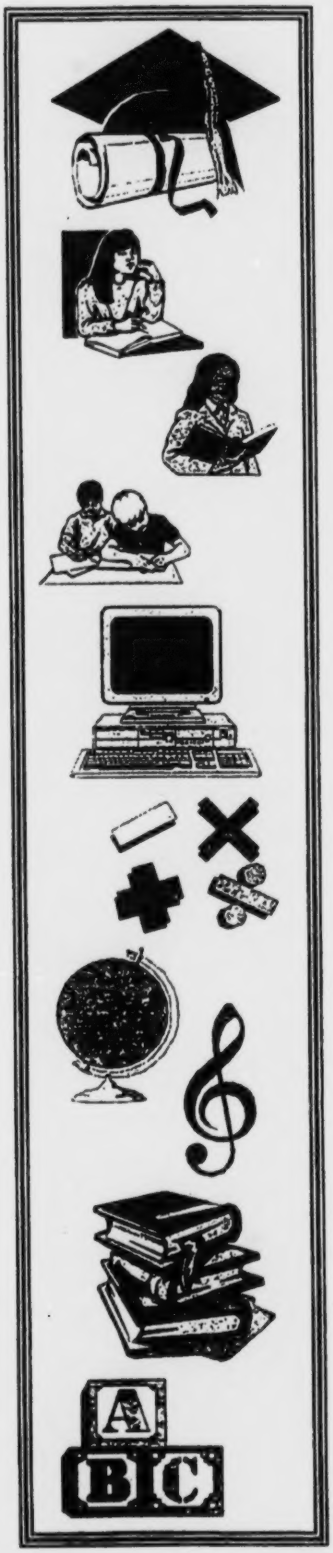
The *Urban Education Reform in the Abbott Districts* regulations require that the Chief School Administrator of each district ensure that all WSR models and all whole school alternative program designs adopted in the district are aligned with the CCCS. The CCCS are divided into seven separate academic areas:

- Visual and Performing Arts;
- Comprehensive Health and Physical Education;
- Language Arts/Literacy;
- Mathematics;
- Science;
- Social Studies; and
- World Languages.

The CCCS also encompass five cross-content workplace readiness standards:

1. All students will develop career planning and workplace readiness skills.
2. All students will use technology, information, and other tools.
3. All students will use critical thinking, decision-making, and problem-solving skills.
4. All students will demonstrate self-management skills.
5. All students will apply safety principles.

The CCCS are the standards all students are expected to attain. They set a measure of the knowledge and skills that all New Jersey children must have to step forward into the twenty-first century and be successful in their careers and lives. In order to determine how well students are achieving the CCCS, the NJDOE has developed three comprehensive statewide assessments: the grade-four Elementary School Proficiency Assessment (ESPA), the Grade Eight Proficiency Assessment (GEPA) and the grade-eleven High School Proficiency Assessment (HSPA). These assessments will help districts determine the effectiveness of their reform efforts and the additional steps needed to ensure that students in the Abbott districts are achieving the high standards at the heart of a "thorough and efficient" education. The CCCS present a vision of high-quality public education for all children in New Jersey. The remaining sections of this guide flow from the mandate of the Abbott decisions and the CCCS.



Section II

Department of Education Organizational Structure in Support of Urban Education Reform

SECTION II. DEPARTMENT OF EDUCATION ORGANIZATIONAL STRUCTURE IN SUPPORT OF URBAN EDUCATION REFORM

This section of the *Guide for Implementing Urban Education Reform in Abbott Districts* does the following:

- Introduces the two offices primarily assigned to support urban education reform;
- Describes the roles and responsibilities of School Review and Improvement (SRI) teams; and
- Highlights other DOE offices with responsibilities related to urban education reform.

Regulations Related to Section II
***N.J.A.C.* 6A:24**

1.2 – Definitions
1.3 – Assignment of Department School Review and Improvement Teams

A. OFFICE OF PROGRAM REVIEW AND IMPROVEMENT (OPRI) AND OFFICE OF FISCAL REVIEW AND IMPROVEMENT (OFRI)

The Department of Education (DOE) has formed two offices to aid in the implementation of Whole School Reform -- the Office of Program Review and Improvement (OPRI) and the Office of Fiscal Review and Improvement (OFRI). The Assistant Commissioner for the Division of Student Services is responsible for overseeing OPRI and the Assistant Commissioner for the Division of Finance oversees OFRI. Working as a team, staff members from these offices are assigned as School Review and Improvement (SRI) teams to work with districts and schools by providing field-based assistance pertaining to urban education reform. Both offices collaborate closely with other divisions and offices within the department in areas related to urban education reform. A directory of these divisions and offices is located in Section XI.

OPRI reviews literature and collaborates with state and national experts on school improvement, organizes and facilitates the delivery of professional development services for DOE staff and develops evaluation data to track the progress of Abbott districts.

OFRI reviews annual budget submissions and makes recommendations for reallocation and/or additional state funding. Staff from this office also complete fiscal review and improvement reports, conduct the Comprehensive Operational and Performance Audits (COPAs), and conduct state aid audits for Abbott districts.

OFRI collaborates closely with the Office of Fiscal Policy and Planning which is responsible for the development and maintenance of fiscal policy for all districts, including Abbott districts. The office provides guidance and pronouncements on Generally Accepted Accounting Principles (GAAP). The office administers the annual school budget process, the annual school audit process, and the defeated school budget process. These responsibilities include the development of a zero-based approach to the district budget, and the development of school-based budgeting and accounting procedures mandated in Abbott districts and for possible future use in other districts.

B. SPECIAL ASSISTANT FOR SCHOOL IMPROVEMENT

The special assistant for school improvement assists schools where students are at risk of not achieving Core Curriculum Content Standards (CCCS). This special assistant to the Commissioner serves as his representative to the community at large regarding the Urban Education Initiative; chairs the State-operated School District WSR Consortium; is responsible for ensuring that Whole School Reform schools receive training pursuant to Abbott regulations; and is the principal liaison to the Commissioner's Urban Advisory Committee and other community-based organizations. The Parent Participation Award recognition program is run through this office, as are a variety of other events designed to engage parents, school personnel, and community members in training and other aspects related to WSR.

C. SCHOOL REVIEW AND IMPROVEMENT (SRI) TEAMS

SRI teams, consisting of staff from the Divisions of Student Services and Finance, are the key to assisting schools and districts with their WSR initiative. Abbott regulations require the Commissioner to designate department staff to serve on School Review and Improvement teams. In order to accomplish this, the Commissioner ensures that SRI team members complete appropriate training in WSR.

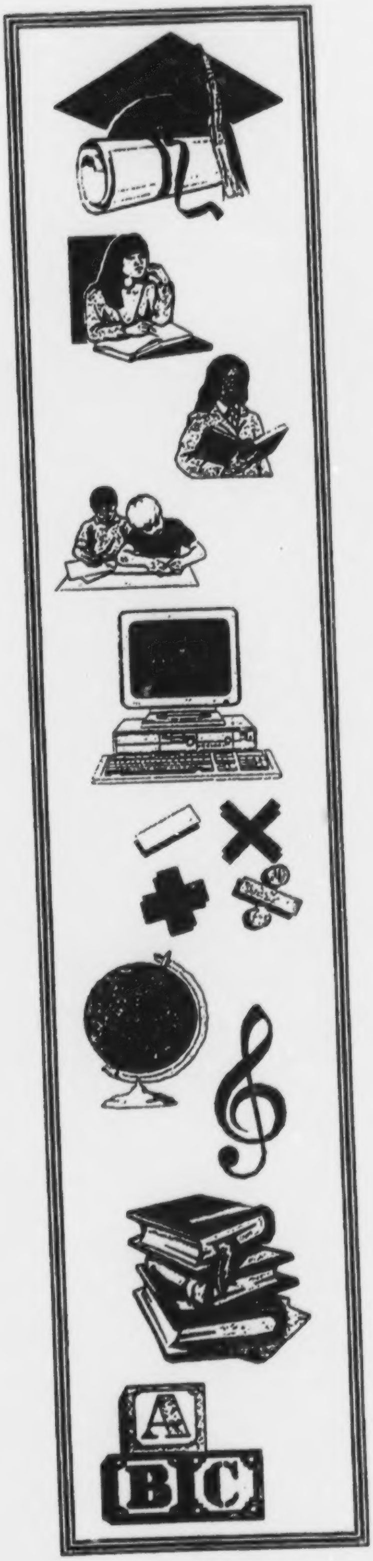
SRI teams are based at the Program Improvement Regional Centers (PIRCs) in northern, central and southern New Jersey. An SRI team is assigned to each school implementing WSR in order to facilitate WSR exploration, implementation, and the development of the Required Programs in Secondary Schools plan. The primary roles of SRI teams are to do the following:

- Work with the building principal, SMT, central office and local board of education to ensure the effective implementation of site-based management and comprehensive school reform;
- Attend SMT meetings and participate in the school's ongoing WSR efforts;
- Serve as liaisons between schools and the department, and as sources of technical assistance in programmatic and fiscal areas;
- Provide both the programmatic and fiscal assistance necessary for Abbott districts to meet WSR mandates and promote the achievement of the CCCS;
- Identify training and resource needs;

- Facilitate and collaborate with SMTs in the development of school-level plans that provide a prescription for school improvement;
- Assist in building the school's capacity to solve problems, plan and implement systems to support high student achievement;
- Identify experts and resources to facilitate district and school improvement efforts;
- Work across divisions and offices to ensure articulation and coordination of all programs;
- Collaborate with WSR developers to facilitate support for Abbott districts;
- Provide technical assistance and facilitate training relevant to school-based budgeting and other finance and business issues;
- Facilitate and support school improvement initiatives and site-based decision-making;
- Consult with chief school administrator on the transfer/removal of principal/teacher;
- Consult with SMTs to ensure that curriculum, instruction and instructional delivery are aligned with the NJCCCS;
- Consult with SMT members to ensure implementation of all aspects of Whole School Reform;
- Consult with SMTs to ensure implementation of the school-level educational technology plan;
- Consult with SMTs to ensure that education programs, including cocurricular and extracurricular activities, are provided to address the Cross-Content Workplace Readiness Standards.
- Consult with SMTs to ensure that a program of professional development is being utilized; and
- Ensure that SMT members have been trained.

D. CONTACT INFORMATION

Contact information can be found in Section XI.



Section III

Whole School Reform Regulations

SECTION III. URBAN EDUCATION REFORM REGULATIONS IN NEW JERSEY

This section of the *Guide for Implementing Urban Education Reform in Abbott Districts* does the following:

- Presents the amended Abbott regulations for urban education reform in the Abbott districts effective July 1, 2000;
- Provides a timetable of requirements; and
- Summarizes the roles and responsibilities of the Chief School Administrator, Principal, and School Management Team.

A. URBAN EDUCATION REFORM REGULATIONS

The Commissioner of Education has issued revised regulations to facilitate implementation of education reform in the 30 Abbott districts. According to the Commissioner, "These regulations provide a blueprint for school-wide reform in our disadvantaged urban areas and will help Abbott districts achieve our Core Curriculum Content Standards." The Commissioner stated that the regulations build on the experiences of the past twenty-four months in the Abbott districts, as well as the input received from many groups and individuals who participated in focus groups, submitted written comments or spoke at public hearings.

The regulations are contained on the pages that follow.

SUBCHAPTER 1. GENERAL PROVISIONS

6A:24-1.1 Purpose and Applicability of Rules

These rules are adopted pursuant to N.J.S.A. 18A:4-15 and P.L. 1999, c. 142 and P.L. 1999, c.138 in order to implement educational programs necessary to provide urban education reform initiatives that ensure that public school children, including students with disabilities and limited English proficient students, from the poorer urban districts receive the educational entitlements guaranteed them by the Constitution and to meet the requirements of the decision of the New Jersey Supreme Court in *Abbott v. Burke*, decided May 21, 1998. The rules apply to "Abbott districts" as defined in N.J.A.C. 6A:24-1.2, and are adopted to ensure the provision of a thorough and efficient system of education (T&E), as defined by the Core Curriculum Content Standards, to the students attending the public schools of those districts. The rules apply to Abbott districts, in addition to the requirements of the Comprehensive Educational Improvement and Financing Act and rules otherwise promulgated to implement that act; except that where differences in rules occur, the rules herein shall take precedence.

6A:24-1.2 Definitions

As used in this chapter, unless the context clearly indicates otherwise, the following words shall have these meanings:

"Abbott district," means one of the following 28 urban districts in district factor group A and B specifically identified in the appendix to Raymond Abbott, et al. v. Fred G. Burke, et al. decided by the New Jersey Supreme Court on June 5, 1990 (119 N.J. 287, 394) as follows: Asbury Park City, Bridgeton City, Burlington City, Camden City, East Orange City, Elizabeth City, Garfield City, Gloucester City, Harrison Town, Hoboken City, Irvington Township, Jersey City, Keansburg Borough, Long Branch City, Millville City, New Brunswick City, Newark City, City of Orange Township, Passaic City, Paterson City, Pemberton Township, Perth Amboy City, Phillipsburg Town, Pleasantville City, Trenton City, Union City, Vineland City, and West New

York Town, and the following districts not included above but designated Abbott districts pursuant to P.L. 1999, c.110, Neptune Township and Plainfield, and such other districts as may qualify in the future. Abbott district shall not include a charter school located within any of these districts;

"Abbott V" means the Supreme Court decision in Abbott v. Burke, 153 N.J. 480 (1998).

"Abbott VI" means the Supreme Court decision in Abbott v. Burke dated March 7, 2000 relating to early childhood education programs;

"Area cost allowance" means $131 per square foot for the school year 1999-2000 and shall be adjusted annually according to a market index selected by the State Treasurer unless a different amount is established by statute enacted subsequent to the effective date of this chapter. The area cost allowance used in determining preliminary eligible costs of school facilities projects shall be that of the year of application for approval of the project;

"Board of education" or "board" means the local board of education, or the State district superintendent in the case of a State-operated school district, of an Abbott district;

"Chief School Administrator " means the superintendent or administrative principal of an Abbott district, or the State district superintendent in the case of a State-operated school district;

"Core Curriculum Content Standards" means the standards of achievement established for the provision of a thorough and efficient education pursuant to N.J.S.A. 18A:7F-4;

"Commissioner" means the Commissioner of Education or the Commissioner's designee;

"Department" means the New Jersey Department of Education;

"Developer" means an expert or team of experts that has effectively integrated research-based programs and strategies to develop a Department-approved whole school reform model;

"DHS-licensed child care provider" means a child care provider licensed by the Department of Human Services pursuant to N.J.S.A. 30:5B-1 et seq.;

"Early childhood expenditures" means those expenditures related to the provision of kindergarten for five-year-olds and approved early childhood education programs for three- and four-year-olds;

"Facilities efficiency standards" means standards of educational adequacy for the delivery of programs and services necessary for the attainment of the Core Curriculum Content Standards used to determine the necessity and efficiency of school construction or renovation;

"FTE" means a full-time equivalent student which shall be calculated as follows: each student in grades kindergarten through 12 shall be counted at 100% of the actual count of students; and the number of preschool students approved by the Commissioner to be served in the district shall be counted at 50% or 100% of the actual count of preschool students for an approved half-day or full-day program, respectively. In addition, each preschool handicapped child who is entitled to receive a full-time program pursuant to N.J.S.A. 18A:46-6 shall be counted at 100% of the actual count of these students in the district;

"Functional capacity" means the number of students that can be housed in a building in order to have sufficient space for it to be educationally adequate for the delivery of programs and services necessary for student achievement of the Core Curriculum Content Standards. Functional capacity is determined by dividing the existing gross square footage of a school building by the minimum area allowance per full time equivalent (FTE) student for the grade level students contained therein. The existing gross square footage for the purposes of defining functional capacity is exclusive of existing spaces that are not contained in the facilities efficiency standards but which are used to deliver programs and services aligned to the Core Curriculum Content Standards or to provide support services directly to students or other existing spaces that the district can demonstrate would be structurally or fiscally impractical to convert to other uses contained in the facilities efficiency standards;

"Illustrative budget" means a budget that was developed in consultation with the WSR model developer to provide guidance to schools in preparing school-based budgets. It includes all costs that are generally believed to be necessary to implement the model consistent with department requirements, including the requirements of Abbott v. Burke and the Core Curriculum Content Standards, at a specified enrollment level;

"Long-range facilities plan" means the plan required to be submitted to the Commissioner by all districts pursuant N.J.A.C. 6A:24-8.1 et seq.;

"Needs assessment" means an evaluation of impediments and deficiencies that prevent students from achieving the Core Curriculum Content Standards identified by a valid assessment methodology. Once identified, the needs are compared to existing programs and services using data to determine their effectiveness in addressing each need. If the needs are not addressed by existing programs and services, the needs assessment is expanded to identify a proven program or strategy that should be implemented;

"Particularized need" means a need that is supported by an assessment of needs of a specified population of students in a given school or for early childhood programs in the district, that has been demonstrated to be the cause of student failure in achieving the Core Curriculum Content Standards, that can be remedied or corrected by a program or service, which has been formally evaluated to demonstrate its effectiveness, and is a need that is not effectively addressed by a WSR model or a whole school alternative program design and by the required supplemental programs;

"School-based budget" means a school budget for an individual school that includes the instructional and support, staffing, programs and services designated for that school site;

"School facility" means and includes any structure, building or facility used wholly or in part for academic purposes by a district but shall exclude athletic stadiums, grandstands, and any structure, building or facility used solely for school administration;

"School facilities project" means the acquisition, demolition, construction, improvement, repair, alteration, modernization, renovation, reconstruction or maintenance of all or any part of a school facility or of any other personal property necessary for, or ancillary to, any school facility, and shall include fixtures, furnishings, equipment, site acquisition, site development, services of design professionals such as engineers and architects, construction management, legal services and financing costs incurred in connection with the school facilities project;

"School Management Team" or "SMT" means a school-based planning and decision-making team established pursuant to N.J.A.C. 6A:24-2.1 et seq.;

"School Review and Improvement Team" or "SRI Team" means a team of Department of Education staff assigned by the Commissioner to work with Abbott schools in implementing the Court's decision pursuant to N.J.A.C. 6A:24-1.3;

"Secondary" means middle and high school grades 6 through 12, except in districts having an elementary structure incorporating grades 6 through 8, in which case it means grades 9 through 12;

"Success for All – Roots and Wings" or "SFA/R&W" means a nationally-proven research-based whole school reform model developed by Dr. Robert Slavin and other researchers at Johns Hopkins University to serve students in high-poverty urban schools who are at risk of academic failure. As used in this chapter, "SFA/R&W shall include the enhancements made by Dr. Slavin to the model so as to meet New Jersey requirements;

"Supplemental Program or Service" means any existing or requested program or service that is in addition to the components of the chosen WSR model, required programs in secondary schools or the alternative program design that may result from the needs that are essential to ensure educational success for a specified population of students and without which such students cannot achieve the Core Curriculum Content Standards;

"Unapproved costs" means the additional costs, if any, of a school facilities project which result from design factors that are not required to meet the facilities efficiency standards and were not approved by the Department as a particularized need pursuant to N.J.A.C. 6A:24-5.1 et seq., and which shall be borne by the district;

"Unhoused students" means the number of students to be housed in a school building, but which cannot be housed in an existing building without additional space or a new building in order to maintain educational adequacy. Unhoused students are calculated by subtracting the projected enrollment for a school building from its functional capacity;

"Whole school alternative program design" or "design" means that whole school alternative program or "home grown proposal" established pursuant to N.J.A.C. 6A:24-4.2;

"Whole school reform implementation plan" means a comprehensive school plan that includes the necessary components to implement the WSR model or the whole school alternative program design and the required secondary programs, as well as the integration of all state, federal and local resources to support those components;

"Whole school reform model" or "WSR model" or "model" means the whole school reform model as established in N.J.A.C. 6A:24-4.1 et seq.;

"Whole school reform school" or "WSR school" means any school approved by the Department to implement a whole school reform model and any school approved by the Department to begin implementation of a whole school reform or a whole school alternative program design;

"Zero-based budget" means a budget in which there has been a concentration of all available resources to support a district's or school's current objectives and strategies for achieving the Core Curriculum Content Standards, after an annual assessment and determination of those objectives and strategies. It also means a budget in which resources are allocated and reallocated to support those objectives and strategies, and individual budget items are justified on the basis of needs, directly related to the achievement of those objectives and strategies.

6A:24-1.3 Assignment of Department School Review and Improvement Teams

(a) The Commissioner shall designate Department staff to serve on School Review and Improvement (SRI) Teams. An SRI Team shall be assigned to each elementary and secondary school implementing Whole School Reform (WSR) pursuant to N.J.A.C. 6A:24-4. The primary role of such teams shall be to work with the School Management Teams established pursuant to N.J.A.C. 6A:24-2, schools, school district administrators, and with the developers and experts identified by the Department, in order to implement the directives of the

Court. SRI Teams shall additionally serve as liaisons between schools and the Department and as sources of technical assistance in programmatic and fiscal areas.

(b) The Commissioner shall ensure that SRI Team members complete appropriate training in WSR.

6A:24-1.4 Responsibilities of Local District

(a) The board, administration, teaching staff and support staff of each district shall cooperate fully with the Department and its assigned SRI Team(s) in effectuating the directives of Abbott V and VI, including but not limited to implementation of whole school reform, school-based decision making, school-based budgeting, and identification of reallocations necessary for the implementation of required or Department approved new programs and services.

(b) The Chief School Administrator shall ensure that each school is led by an effective principal. Where a principal is not effective, the Chief School Administrator, in consultation with the SMT and the SRI Team, shall recommend to the board the transfer or removal of that principal. The Chief School Administrator shall be guided by the Standards for School Leaders, developed by the Interstate School Leaders Licensure Consortium, or any successor document, in assessing principal effectiveness.

1. Copies of The Standards for School Leaders can be obtained from the following sources:

The Department of Education
Division of Executive Services
100 River View Plaza, Route 29
Trenton, NJ 08625-0500

Council of Chief School Officers
1 Massachusetts Ave. Northwest
Washington, D.C. 20001-1431
www.ccsso.org

(c) The Chief School Administrator shall notify the SMT and the SRI Team assigned to a WSR school prior to the effective date of any transfer or removal of any teacher in schools implementing WSR.

(d) The board shall accord the programs and services required pursuant to this chapter the highest priority in development of the school budget and shall make such reallocations and dedicate such resources as are necessary to ensure their full implementation within the prescribed time frames. To the extent resources are insufficient after all possible reallocation at the school and district levels, the board shall apply for additional funding pursuant to N.J.A.C. 6A:24-7.

(e) The board shall seek from the Commissioner such equivalency or waiver determinations in accordance with N.J.A.C. 6:3A as are necessary to permit it to implement required or approved programs in an efficient and effective manner, or to effectuate necessary reallocations.

(f) The board shall provide for a full-time media specialist responsible for ensuring that school libraries have appropriate materials to supplement the curriculum and to address the Core Curriculum Content Standards.

(g) The board shall provide for a full-time technology coordinator at each secondary school in the district and each WSR elementary school. The technology coordinators shall assist with the development and integration of educational technology consistent with the requirements of N.J.A.C. 6A:24-2, 6A:24-4 and 24-6. The coordinator shall, in addition to such other duties as he or she may be assigned, provide assistance to the SMT as needed.

(h) The board shall provide for a full-time dropout prevention officer and a full-time staff member responsible for the coordination of health and social services and the referral of students to such services for each secondary school within the district. These staff members shall, in addition to such other duties as they may be assigned, provide assistance to the SMT as needed.

(i) The board shall implement a Department approved district wide security plan that includes a Code of Student Conduct, and one security guard for each elementary school building and one for each 225 students at the secondary level as part of the board's plan. As part of the board's plan, it may apply for a waiver of the required number of security guards pursuant to (e) above.

(j) The board shall implement its Department-approved plan providing for the establishment of an alternative middle school and high school, or other comparable program, to meet the needs of students who are disaffected or disruptive or who have not been successful in traditional learning environments.

(k) The board shall implement its plan to accommodate the transition to, and eventual full implementation of, school-based management. The board shall support changes in structure and function of central administrative staff as are necessitated by the decentralization of planning, budgeting and decision making in the district.

(l) Any early childhood program aid (ECPA) or demonstrably effective program aid (DEPA) awarded to a district, including ECPA funds placed in a reserve account, and neither expended nor encumbered, nor anticipated as revenue, in the current year budget, shall be appropriated in the subsequent year at the direction of the Commissioner. The board shall provide an explanation for all such balances, and the Commissioner shall consider such explanation prior to directing appropriation of funds. The Commissioner shall further consider such balances during a review of any application from the district for additional funds pursuant to N.J.A.C. 6A:24-7.

(m) As provided in the annual Appropriations Act, there shall be a deduction from state aid of the expenses required to manage, control and supervise the implementation of that state aid. Such expenses may include, but shall not be limited to, the cost of SRI Teams assigned to the district and such consultants, developers, investigators or experts as may be required for this purpose. The board shall budget for this purpose an amount equal to two percent of the district's Abbott v. Burke Parity Remedy funding. Such deduction shall support expenses required to manage, control, supervise and implement the effective and efficient expenditure of state aid, including implementation of the educational reforms directed by the Court.

(n) The Chief School Administrator shall ensure that collaboration, articulation and continuity occurs between the early childhood program, including preschool and kindergarten, the WSR school, the middle school and the high school to ensure a smooth transition for students between grades and between schools.

(o) The Chief School Administrator shall ensure that all WSR models and all whole school alternative program designs adopted in the district are aligned to the Core Curriculum Content Standards. The Chief School Administrator shall work with the developer, the principal, and the SMT, in consultation with the Department, to ensure that all instructional materials and all instructional processes of either the WSR model or the whole school alternative program design are aligned with the Core Curriculum Content Standards.

6A:24-1.5 Accountability

Each district and school shall implement its approved district wide system of rewards to recognize schools, teachers, parents, and administrators who contribute to helping students attain the Core Curriculum Content Standards pursuant to a district plan approved by the Department. In districts and/or schools that do not maintain a pattern of improved student achievement, the Department shall pursue sanctions provided for in N.J.S.A. 18A:7F-6(b).

6A:24-1.6 Abbott Districts Established Pursuant to P.L. 1999, c.110

The Department shall work with those districts designated as Abbott districts pursuant to P.L. 1999, c. 110 to implement the requirements for Abbott districts established by this chapter by July 1, 2002.

SUBCHAPTER 2. SCHOOL MANAGEMENT TEAMS

6A:24-2.1 Establishment of School Management Teams

(a) The Chief School Administrator in all Abbott districts shall submit annually to the Department for approval, with a copy to the board, a procedure, or an amendment to their approved procedure, for the selection, training and operation of a school-based School Management Team (SMT) in every school. The procedures submitted shall be consistent with this chapter. The purpose of the SMT is to ensure participation of staff, parents and the community in the school level decision making and to develop a culture of cooperation, accountability and commitment, all with a focus on improving student achievement.

1. Terms of office for SMT members shall be a minimum of 2 years except that for initial selection or election of the SMT, staggered terms shall be provided to ensure continuity of the SMT.
2. A mechanism shall be established for the selection and removal of team members when appropriate. No member of the SMT may be removed without

the concurrence of the SRI Team except as provided for in N.J.A.C. 6A:24-2.3(d).

3. A member of the SMT shall receive no compensation for his/her services except that:
    i. This provision shall not preclude rights and payments available to an employee pursuant to a collective bargaining agreement for hours beyond the school work day; and
    ii. A member of the SMT may be reimbursed for reasonable expenses on an actual or a per diem basis if no payment is provided to that member pursuant to i. above.
4. The SMT shall notify the SRI Team if any difficulties arise as to the functioning of the SMT.

(b) Throughout the school year, the Chief School Administrator shall provide adequate training and technical support to the SMT regarding the district's internal operating policies and procedures. The Chief School Administrator shall ensure that sufficient time and resources are allocated to the team to enable it to perform its work, including development of a WSR implementation plan pursuant to N.J.A.C. 6A:24-4.3.

(c) The membership of the SMT shall be broad based and representative of the student population and of the community's racial and ethnic composition.

(d) The SMT shall include the building principal, teachers, school-level support staff, parents, and community members. The SMT may include students. No one group identified above may constitute 50 percent or more of the SMT membership. Board members shall not serve on the SMT. A school district employee shall not serve as either a parent or a community member on an SMT in that district.

(e) SMT members shall be chosen either by selection or election as follows:
1. The community shall be meaningfully involved in the process;
2. The principal shall provide a broad-based notice prior to initiation of the process; and
3. Teaching staff members shall be chosen by teachers, and school-level support staff members shall be chosen by school-level support staff. Parent members

shall be chosen by parents except that in the event that a sufficient number of parents are not chosen by the parents, the principal may select the remaining parent members. If a student is on the SMT, that student shall be chosen by students.

4. Community members shall be selected by the principal after the principal solicits a broad base of community members for their interest in participating on the SMT.

(f) The number of meetings, dates, locations, and times shall be decided by a majority vote of the SMT members with a goal of maximizing attendance of members. The SMT shall make all reasonable efforts to notify the community of the meeting dates, locations and times, and the meetings shall be accessible to the public. An SMT may not hold a meeting unless a majority of the SMT members are present.

(g) Any currently constituted SMT which is not in compliance with this chapter shall, jointly with the SRI Team, implement a transition plan to bring the SMT into compliance, which may include requests for appropriate waivers of these requirements pursuant to N.J.A.C. 6:3A.

6A:24-2.2 Responsibilities of School Management Teams

(a) It shall be the primary responsibility of the SMT of each WSR school to develop a WSR implementation plan based on a needs assessment pursuant to N.J.A.C. 6A:24-4.3.

(b) The SMT of each WSR school, in addition to the development of the WSR implementation plan and the specific duties set forth elsewhere in this chapter, shall undertake the following in consultation with its assigned SRI Team:

1. Ensure that curriculum, instruction, and the instructional delivery system are aligned with the Core Curriculum Content Standards;
2. Review the Statewide assessment results at school and grade levels to determine program and curriculum needs and to take appropriate action to improve and enhance student achievement;
3. Ensure that a program of professional development to assist staff in the implementation of all aspects of WSR is being utilized by the school;

4. Ensure implementation of a school-level educational technology plan approved by the Department that is integrated with the district-level educational technology plan demonstrating how educational technology will be infused throughout all aspects of curriculum and instruction to support achievement of the Core Curriculum Content Standards, and providing for acquisition and maintenance of necessary equipment and infrastructure, appropriate professional development activities and designation of staff to implement technology activities;
5. Ensure that education programs, including co-curricular and extracurricular activities, are provided to address the Cross-Content Workplace Readiness Standards of the Core Curriculum Content Standards. At the secondary level, the curriculum should integrate academic and occupational concepts, the opportunity for students to participate in a structured learning experience, as well as programs that link the secondary years to post-secondary educational opportunities;
6. Implement a school-based system of rewards consistent with the district wide system of rewards established pursuant to N.J.A.C. 6A:24-1.5; and
7. Establish work groups as needed that include SMT members and non-SMT members to maximize participation by non-SMT members.

(c) Annually, each SMT of a WSR school shall be authorized to undertake the following responsibilities after a majority vote of its members and upon approval of the SRI Team. The SRI Team shall not approve the SMT to undertake these responsibilities unless and until the SMT has had specific training in these areas.

1. Approve a school-based budget in accordance with the requirements of N.J.A.C. 6A:24-4.4; and
2. Make recommendations for the appointment of a building principal, of teaching staff members, and of instructional aides for early childhood programs providing not less than three (3) candidates to the Chief School Administrator, who may select one of the three candidates for recommendation to the board pursuant to N.J.S.A. 18A:27-4.1. The Chief School Administrator may request additional candidates from the SMT. The Chief School Administrator shall not recommend to the board any such candidates for appointment unless the SMT has recommended that candidate to the Chief School Administrator.

(d) If the SMT in a WSR school does not exercise its option pursuant to (c) above to be included in the decision making on the identified areas, the SMT shall be advised of the actions to be taken and given an opportunity to provide input and the principal shall be responsible for making decisions and/or recommendations in those areas.

6A:24-2.3 Training of School Management Team Members

(a) Each new member of an SMT shall obtain training pursuant to this subchapter.

(b) The district shall provide training to SMT members in all WSR schools in consultation with the SRI Team.

1. The training shall include, but not be limited to, instruction regarding the roles, relationships and responsibilities of the SMT, development and implementation of the WSR implementation plan, needs assessment, particularized need, curriculum and instruction, teamwork, and consensus building.
2. The training, if necessary, shall also include personnel and school-based budgeting.
3. The training shall provide support for continued implementation of a WSR model or design.

(c) The Chief School Administrator shall notify the SRI Team in writing when an SMT member has attended a training program that satisfies the training requirement.

(d) The Chief School Administrator shall remove an SMT member who has not fulfilled the training requirement. Any member so removed may appeal by filing a petition with the Commissioner pursuant to N.J.A.C. 6A:24-1.1 et seq.

1. The Chief School Administrator shall notify the SRI Team in writing when SMT members have been removed pursuant to this provision.

SUBCHAPTER 3. EARLY CHILDHOOD EDUCATION

6A:24-3.1 Early Childhood Education General Provisions

These rules will assist the Department in reaching its goal to ensure that all children in Abbott districts enter kindergarten ready to learn. The purpose of these rules is to ensure that quality early childhood education programs are established in New Jersey. There is overwhelming evidence that an early childhood education will have long-term benefits for children, especially in disadvantaged districts.

6A:24-3.2 Full-Day Kindergarten

The board shall offer a full-day kindergarten program to all five-year-old children, and shall provide one teacher and one teacher aide for every 21 children. Class size shall not exceed 21 children.

6A:24-3.3 Early Childhood Education Programs

(a) The board shall offer a half-day early childhood education program to all three- and four-year-old children. The board shall also implement a plan to provide a full-day, full-year early childhood education program by the 2001-2002 school year.

1. The board shall determine age eligibility for enrollment in early childhood education programs provided pursuant to this subchapter using the same date it uses in determining age eligibility for kindergarten programs.
2. The board shall offer early childhood education programs, once implemented, for the duration of the school year. The board shall provide one teacher and one aide for every 15 children. Class size shall not exceed 15 children.
3. The board shall provide programs that meet the Department's Early Childhood Education Program Expectations that are linked to the Core Curriculum Content Standards and are to be integrated by the board with the WSR model(s) or the whole school reform alternative program design(s) utilized in that district.
4. Any board which establishes an early childhood education program and employs a new teacher must require the new teacher, by September 1, 2001, to hold the new teacher of Preschool through Grade 3 endorsement.

5. The board shall provide master teachers at a recommended ratio of 1 to every 20 early childhood education classrooms. Master teachers shall coordinate and facilitate early childhood education programs and assist in the provision of early childhood education professional development.
6. The board shall ensure that family referral services are available for district-operated early childhood education programs and that family workers are provided by all DHS-licensed child care programs with which the board contracts.
7. The board shall develop, in consultation with the Department, community outreach and recruitment strategies to maximize participation in early childhood education programs. If enrollments in the early childhood programs do not exceed 50 percent of the projected preschool population in the district, the board shall develop a corrective action plan to increase enrollments which shall be approved by the Commissioner and then implemented by the district.

(b) The board shall cooperate with or utilize a DHS-licensed child care provider whenever practical to implement required early childhood education programs and shall not duplicate programs or services otherwise available in the community. When the board enters into a contract with a DHS-licensed child care provider, the contract shall be in a form provided by or approved by the Department and shall include clear expectations, necessary supports and accountability measures. The board shall contract with a DHS-licensed child care provider to provide services to preschool children when that provider is able and willing to comply with the following requirements:

1. Provide one teacher and one aide for every 15 children. Class size shall not exceed 15 children;
2. In consultation with a master teacher, provide programs that meet the Department's Early Childhood Education Program Expectations that are linked to the Core Curriculum Content Standards and are integrated with the WSR model(s) or the whole school alternative program design(s) utilized in the district;
3. Require existing teachers who have experience working with young children but who otherwise lack academic credentials to make annual progress toward obtaining a bachelor's degree and a teacher of Preschool through Grade 3 endorsement and to obtain that endorsement by September 2004.
4. Require any newly hired teachers to have a bachelor's degree, enroll in the Department's provisional teacher program and obtain appropriate early childhood

education courses, and obtain a teacher of Preschool through Grade 3 endorsement by September 2001; or

- ii. Have a K-8 teacher's certificate, enroll in early childhood courses now, and obtain the proposed preschool-3 certificate no later than September 2001.

5. Encourage all teacher aides, both new hires and existing staff to:
   - i. Pursue an associate's degree in early childhood education, if they already have Child Development Associate/Certified Childcare Professional (CDA/CCP) credentials; and
   - ii. Pursue either the CDA or the CCP credential if they do not have CDA/CCP credentials.
6. Provide one family worker for every 40 children and their families being served by the center. The family worker shall work with the center and the parents to ensure that the parents and their children obtain necessary health and social services.

(c) The board may receive a waiver on an annual basis from the Department to contract with a DHS-licensed child care provider that cannot meet the requirements of (b)4 above. The DHS provider shall document its inability to hire an appropriately credentialed teacher and agree to hire a teacher for the school year who holds, at a minimum, the CDA or CCP credential.

1. The board's request for a waiver shall include the following information on a form provided by the Department:
   - i. Explanation of the circumstances that require the employment of a person who does not meet the requirements of (b)4 above;
   - ii. Demonstration of the process used in attempting to secure the services of an individual with standard certification to fill the vacancy;
   - iii. Documentation of communication notices and recruitment efforts (e.g. advertisements placed, colleges that were contacted, etc.) to employ a qualified individual;
   - iv. Identification of all appropriately certified individuals who applied for this position, if any; and

iv. Provision of a reason/justification, if applicable, why the certified applicant(s) is (are) not suitable for employment in the position.

2. The board shall receive a waiver only upon the approval of the Commissioner.

(d) The board shall ensure that DHS-licensed child care providers comply with the contract requirements including the requirements of 6A: 24-3.3(b) above and shall conduct on going, on site monitoring to assess compliance.

6A:24-3.4 Early Childhood Education Program Operational Plan

(a) The board shall operate its early childhood education program consistent with its early childhood education plan approved by the Department, which was developed pursuant to requirements specified in N.J.A.C. 6A:24-3.3(a). The board shall amend its plan so that all four-year-olds and all three-year-olds are offered full-day, full-year early childhood education programs by the 2001-2002 school year. The district shall provide any necessary information to the Department to ensure that the program implementation is consistent with that plan.

1. Upon offering full day, full year early childhood education programs, the district may request a waiver of this requirement under N.J.A.C. 6:3A, as applicable, to provide families with options to enroll their children in a half-day program and/or a program that follows the school year calendar, providing that program meets all of the requirements of this subchapter.

(b) No additional early childhood education programs or services shall be approved unless a particularized need is demonstrated pursuant to N.J.A.C. 6A:24-5.

SUBCHAPTER 4. WHOLE SCHOOL REFORM

6A:24-4.1 Implementation of Whole School Reform Model

(a) To be an approved whole school reform (WSR) model developer, a WSR model developer must align all instructional materials and all instructional processes in the model with the Core Curriculum Content Standards. The department shall provide an analysis of that alignment for use by schools implementing the model. All schools that are WSR schools shall continue to implement the WSR model selected, except as provided in N.J.A.C. 6A:24-4.5.

(b) By January 30, 2001, all secondary schools shall submit to the department an application for implementation of whole school reform for the 2001-2002 school year. The application must be for:

1. a research-based WSR model; or
2. a whole school alternative program design

(c) In addition to the requirements in (a) and (b) above, a high school shall identify its assessed needs and consider its unique characteristics by incorporating an effective combination of the following research-based strategies for high schools:

1. Create small learning communities so that schools are organized into small units of students and use a variety of instructional strategies that engage students and accommodate individual learning styles;
2. Utilize flexible time for teaching and learning so that schools may organize the day, week and month to lengthen blocks of instructional time;
3. Develop instructional content so that schools are able to structure learning around careers and student interest and link out-of-school experiences to classroom instruction;
4. Develop student assessment so that schools assess student progress by what they are capable of doing and use rich assessments that include portfolios, performance tasks and examples of student accomplishments to measure progress in meeting HSPA and other state assessments;
5. Establish community partnerships so that schools work collaboratively with parents, community and business for the purpose of enabling students to achieve the Core Content Curriculum Standards; and
6. Establish partnerships with institutions of higher education so that the schools establish an articulation agreement with institutions of higher education to implement a WSR model or the whole school alternative program design, use a variety of assessments and evaluations to measure the effectiveness of WSR implementation and improve the transition between high school and post-secondary education.

(d) Upon selection of a model, secondary schools shall incorporate the required programs for secondary schools pursuant to 6A:24-6.1 into that model.

(e) The Commissioner shall assign an intervention team to work with any elementary school that has not selected a WSR model or alternative program design by June 1, 2000 and any secondary school that has not selected a WSR model or alternative program design by January 30, 2001, the Commissioner shall direct the team to:

1. identify barriers which are affecting the school's ability to implement comprehensive school reform; and
2. make recommendations for corrective action.

(f) Based on the team's recommendation, the Commissioner may direct the following actions to occur at the school site under the supervision of designated Department staff:

1. restructuring of curriculum and all school based services and programs;
2. redirection of all building allocations and expenditures to support comprehensive school reform which will result in student attainment of the Core Curriculum Content Standards;
3. assessment of the roles and responsibilities of all school personnel;
4. reallocation of staff, including reallocation to other schools in the district, to support school reform; and
5. development and implementation of a comprehensive professional development plan for all staff, which will ensure increased student achievement as demonstrated by the results of the state assessments and other assessment tools.

(g) The SRI shall work with the building principal, SMT, central office and local board of education to ensure the effective implementation of site-based management and comprehensive school reform. If, after the intervention, the school fails to select a model or have a design approved, the Commissioner shall direct the school to implement a whole school reform model during the 2000-2001 school year that meets the particular needs of the school.

(h) Any elementary or secondary school that opens after the effective date of these regulations shall, within 90 days, consult with the Department to develop a plan for submitting an application to participate in the implementation of WSR.

(i) Each of the following elements of whole school reform shall be addressed in a WSR model adopted by a school in an Abbott district:

1. Improved Student Performance: The model shall lead to improved student achievement focused on the Core Curriculum Content Standards, as measured by the State assessment program (Elementary School Proficiency Assessment, Grade Eight Proficiency Assessment, and High School Proficiency Test/High School Proficiency Assessment).
2. Research-Based Program: Each school shall provide a research-based program of curriculum and instruction supported by, and integrated with, an appropriate array of research-proven supplemental strategies (e.g., SFA/R&W).
3. School-Based Leadership and Decision Making: The school shall maintain its own planning and decision-making structure, including establishment of an SMT pursuant to N.J.A.C. 6A:24-2 et seq., and shall be led by a strong, effective principal. The principal shall involve parents and teaching staff members in setting annual student achievement targets. School staff and members of the community shall be committed to working together in a comprehensive, concerted effort to ensure that each child achieves success and maintains his or her self-confidence and enthusiasm for learning.
4. Integration and Alignment of School Functions: The school shall use a comprehensive approach, rather than a piecemeal one, to assure effective school-level implementation pursuant to N.J.A.C. 6A:24-4.3. All school functions shall collectively support student attainment of the Core Curriculum Content Standards. The school shall have an effective and compatible program of curriculum and instruction, supported systematically by a well-planned school budget pursuant to N.J.A.C. 6A:24-4.4.
5. Educational Technology: Educational technology shall be infused in all aspects of curriculum and instruction, throughout the entire WSR model,

to support achievement of the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:24-1.4(f) and N.J.A.C. 6A:24-2.2(b)4. Educational technology includes acquisition and maintenance of necessary equipment and infrastructure, provision of appropriate professional development activities and designation of appropriate staff to implement plans and activities.

6. Professional Development: All staff of the school shall be engaged in an organized, continuous program of staff training, focused on the acquisition of knowledge and skills directly related to the achievement of the Core Curriculum Content Standards and the implementation of the selected WSR model.
7. Safe School Environment Conducive to Learning: The school climate must be safe and conducive to learning. There shall be a code of conduct that clearly defines acceptable and unacceptable student behaviors and the consequences for them. The district shall provide required security staff and other necessary protective devices as set forth in N.J.A.C. 6A:24-1.5(h).
8. Student and Family Services/Coordination of Resources: Each elementary school shall maintain a Family Support Team or other comparable entity that encourages parent involvement in the school and in students' learning; trains parents for volunteer roles; intervenes to resolve behavioral, nutritional, attendance and other issues; receives teacher referrals of students who are not making progress; and makes referrals to appropriate health and human services agencies, including KidCare and Medicaid. Each middle and secondary school shall provide health and social services in accordance with N.J.A.C. 6A:24-1.4(i) and N.J.A.C. 6A:24-6.
9. Reward System: Each school shall establish and maintain a reward system, consistent with the district reward system established pursuant to N.J.A.C. 6A:24-1.5, that includes a system of rewards to recognize teachers, parents, and administrators who contribute to helping students attain the Core Curriculum Content Standards.

(j) Additionally, the following requirements shall be met:

1. The school principal and staff shall make an informed choice to use the WSR model;
2. The district administration and school staff must agree to fully implement the model within three years and maintain implementation of the model thereafter;
3. All requirements of the developer shall be addressed. An agreement shall be signed by the district, the school and the developer to implement the model in accordance with the developer's and the Department's requirements;
4. There shall be a clear commitment by the district administration, school staff, parents and community to faithful replication of the model selected;
5. Extensive professional development shall be implemented according to the requirements of the developer and the Department;
6. The district shall allocate the necessary resources to implement the model, and the school shall use the allocated resources for this purpose;
7. The school shall integrate all local, state and federal resources into the funding of one WSR implementation plan;
8. The school shall restructure all existing programs to focus on the WSR model being implemented; and
9. A plan shall be in place to continue to reduce class size by September 2002 to 1:21 for grades K-3 and 1:23 for grades 4-8 and 1:24 for grades 9-12. The plan shall also include an aide in kindergarten.

(k) Requirements 1,2 and 4 above are not applicable where the Commissioner directs implementation pursuant to subsection g of this section.

6A:24-4.2 Whole School Alternative Program Design

(a) Any new elementary school and any secondary school that is not a WSR school may apply to adopt and implement a whole school alternative program design, rather than select an established WSR model. The school shall submit an application to the Commissioner that demonstrates the following:

1. There is substantial evidence of high student achievement in that school for at least the last three years;

2. The whole school alternative program design addresses the elements of whole school reform set forth in N.J.A.C. 6A:24-4 by meeting each of the whole school alternative program design criteria set forth in this subsection; and

3. The school has informed the district of the school's commitment to adopt and implement a whole school alternative program design, and the district has demonstrated its commitment to support the school and its implementation of the whole school alternative program design. The school may continue to implement the whole school alternative program design as long as there is evidence of progress toward achievement of the Core Curriculum Content Standards.

(b) Eligible secondary schools shall submit an application by January 30, 2001 for the 2001-2002 school year. The Department shall develop a rigorous process, involving outside experts, to review applications for approval to implement a whole school alternative program design. A school shall be notified of the Department's decision by May 2001. A school whose application is not approved shall select a Department-approved WSR model pursuant to this subchapter.

(c) An application for approval to implement a whole school alternative program design shall include the following:

1. A Needs Assessment: Each school shall conduct a needs assessment that is based on the elements of Whole School Reform set forth in N.J.A.C. 6A:24-4, and on student achievement of the Core Curriculum Content Standards. The needs assessment shall describe which elements of whole school reform currently exist, which ones are missing, and how the missing components will be addressed. The needs assessment shall include:

i. The academic needs of students;
ii. The health and social needs of students;
iii. The availability, current capacity and needs of community resources;
iv. The curricular, instructional (regular and specialized), programmatic, and staffing needs of the school in the Core Curriculum Content Standards, including visual and performing arts, comprehensive health/physical

education, language arts literacy, mathematics, science, social studies and world languages;

v. The professional development needs of teachers;

vi. The facilities needs; and

vii. An estimate of the resources at the school level to fund the design.

2. Effective Research-Based Methods and Strategies: There shall be reliable research supporting the key components of a design and evidence of effective practices, including evidence that the program has worked successfully in the applicant school and/or in other schools with similar characteristics. The design shall identify the research that supports each of its key components;

3. A Comprehensive Program Design: The design shall:

i. Align and coordinate all instructional programs to the Core Curriculum Content Standards;

ii. Address educational needs of children with limited English proficiency, children with disabilities and early childhood education programs;

iii. Address student needs during the instructional day and include strategies for early intervention for those students who are not making progress (for example ongoing assessment of student achievement);

iv. Address summer and after-school supplemental programs where needed, through the application for particularized need established in N.J.A.C. 6A:24-5.1;

v. Integrate educational technology in all aspects of curriculum and instruction to support achievement of the Core Curriculum Content Standards as set forth N.J.A.C. 6A:24-4.1(f)2;

vi. Ensure that there shall be sufficient management and support personnel to facilitate planning and operating of all instructional programs; and

vii. Be comprehensive. The design shall incorporate a common vision and mission for the school and include the integration of effective programs and strategies;

4. Emphasis on Reading Literacy: The design shall include an intensive reading literacy component. The design shall be based upon national models to ensure that every elementary student will be reading at grade level by the end of the third grade and that every secondary student is

expected to meet state standards in Language Arts Literacy as determined by the GEPA and HSPA;

5. Class Size Reduction: The design shall reduce class size in grades K-3 to 21 children and in grades 4-8 to 23 children and in grades 9-12 to 24 children or demonstrate a program of smaller class sizes geared to more effective learning;
6. Faculty Buy-In and Support Within the School: The school shall demonstrate that the school staff is committed to the design. Additionally, the school staff shall have a meaningful involvement in decision making, development and implementation of the design. The school shall provide evidence that support is based on consensus or on an 80 percent, including reading class size reduction; approval vote by school staff;
7. Parental Involvement: The design shall provide for meaningful parental involvement in decision making, including participation on the SMT, instructional program, and implementation of the design;
8. An Instructional Facilitator: A teaching staff member shall be designated to ensure that all the elements of the design are properly implemented and coordinated;
9. Professional Development: The design shall provide high-quality and continuous staff professional development and training and shall comport with current continuing education regulations. Teachers shall be provided with the knowledge and resources necessary to implement the design, including in-service training and support in the form of facilitation and peer assistance. Professional development shall be designed to help teachers assist students in achieving and sustaining significantly higher levels of proficiency;
10. Goals, Benchmarks, Evaluation and Accountability: Student performance shall be tied to the Core Curriculum Content Standards and the State's proficiency tests. The design shall establish interim benchmarks and assessment mechanisms to achieve the goals. A continuous evaluation mechanism and an accountability system shall be developed as part of the design;
11. Coordination and Referral of Resources in the Community: There shall be a mechanism in place to ensure effective utilization, referral and

coordination of school and community resources, including federal, state and local, including KidCare and Medicaid, to address problems faced by the child and to maximize the child's opportunity to learn. This shall include a school-based family support team trained to meet health, nutritional and social services needs of the child;

12. Adequate Facilities: The district's long-range facilities plan shall demonstrate adequate facilities to ensure the successful implementation of the design. There shall be facilities sufficient for the delivery of art, special education, music, science and world languages consistent with the approved curriculum and instruction;
13. School-Based Budgeting: The design shall require the use of school-based budgeting to ensure that an analysis of the entire school budget is conducted to allocate funds sufficient to support the school curriculum based on the Core Curriculum Content Standards and all required and needed secondary programs;
14. A Safe and Secure Learning Environment: he design shall ensure that sufficient security is provided to the school so that a safe and secure environment shall be provided for learning. The districts' student code of conduct shall be implemented as part of the design;
15. Articulation Among Whole School Reform Programs and Schools: The school's design shall address the need for articulation within the school, between the school and other schools in the district, and with the central office;
16. School-Based Leadership: A School Management Team shall be established and function in each school in accordance with N.J.A.C. 6A:24-2; and
17. Required Programs in Secondary Schools: Each secondary school shall identify how it integrates the required programs in secondary schools pursuant to N.J.A.C. 6A:24-6.1.

6A:24-4.3 Submission of WSR Implementation Plan

(a) Annually, on or before December 1, the SMT of each school participating in WSR shall develop and submit to the Department, with a copy to the Chief School Administrator and the board, a WSR implementation plan based on a needs assessment which integrates all local, state and federal resources and has been developed in accordance with the guidelines and requirements of the Department and the program developer. At a minimum, the plan shall:

1. Be developed with the involvement of school staff, parents, community members and other stakeholders, in consultation with the Department and with the developer;
2. Be consistent with the school's Department-approved application for participation in WSR;
3. Include goals, measurable objectives, activities, timelines, budget data, and an evaluation plan;
4. Include a timeline leading to full implementation of WSR within three (3) years of Department selection;
5. Ensure that curriculum is aligned with the Core Curriculum Content Standards and is articulated among the grades in the school;
6. Include collaboration, articulation and continuity with the middle or high school, as appropriate, that the students will attend to ensure a smooth transition to the next grade level;
7. Be approved by the Chief School Administrator, school principal and the SMT; and
8. Include a plan for developing a progress report.

(b) The WSR implementation plan shall also include the following:

1. The school-level educational technology plan required in N.J.A.C. 6A:24-2.2(b)4; and
2. The class-size-reduction plan required in N.J.A.C. 6A:24-4.1(j)9.

(c) A WSR implementation plan adopted at the secondary level shall incorporate all programs and services specified in N.J.A.C. 6A:24-6.1. Additionally, the plan shall address reducing the dropout rate, increasing the graduation rate, improving attendance and reducing class size.

(d) No programs or services beyond those required by the WSR model, approved design, or required programs shall be approved unless a particularized need is demonstrated pursuant to N.J.A.C. 6A:24-5.1.

6A:24-4.4 School-Based Budgets

(a) The principal shall prepare annually, on or before December 1, a school-based budget as follows:

1. The principal shall consult with staff and the SMT as to the programs, staff and other goods and services that will be needed to implement or maintain the selected WSR model, or the design and required secondary programs
2. The principal shall prepare a budget proposal in a format prescribed by the Commissioner that compares the proposed budget to both the current year appropriations and to either the illustrative budget for the selected WSR model or the components of the proposed budget for the alternative program design, as applicable;
3. Where proposed staff or other expenditures exceed the illustrative budget standards, the principal shall advise the SMT and specifically identify where those standards are exceeded so that the SMT can prepare a demonstration of particularized need pursuant to N.J.A.C. 6A:24-5.1 et seq. for each category that exceeds the illustrative budget for approval by the Department;
4. Except where prohibited by federal law, all local, state and federal funds, shall be considered general funds available for WSR activities, notwithstanding any restrictions that would otherwise apply;
5. The budget shall be developed assuming available revenues based on audited amounts of the year preceding the pre-budget year and those allocated for the pre-budget year. Additionally, it shall account for anticipated revenue increases and reflect the resources necessary to implement WSR and required secondary programs and Department-approved particularized needs as applicable; and
6. Where funds available within the pre-budget year's budget, together with anticipated revenue increases, are not sufficient to support the budget, all available school-level resources shall be reallocated for the purpose of implementing WSR, required secondary programs, and, as applicable, particularized needs approved pursuant to N.J.A.C. 6A:24-5.1.

(b) The Chief School Administrator shall provide the principal with all appropriate resources and assistance as needed to develop the school-based budget.

(c) As appropriate, the school business administrator shall work with the principal in development of the school-based budget. The school business administrator shall provide the SMT with a school-based budget orientation that, at a minimum, shall include a workshop on the chart of accounts, budget forms, and the illustrative budget for the selected WSR model or the components of the proposed budget for the alternative program design, as applicable.

(d) The principal shall seek input from the SMT on the proposed school-based budget. Once SMT input has been provided, the principal shall submit the budget to the Chief School Administrator and board for comments.

(e) In consultation with the SMT, the principal shall prepare a response that addresses each comment received from the Chief School Administrator and the board along with the action taken, if any.

(f) If the SMT has exercised its option to be involved in decision making on the school-based budget pursuant to N.J.A.C. 6A:24-2.2(c), then it shall take action to approve the budget. If the SMT has not exercised its option pursuant to N.J.A.C. 6A:24-2.2(c), the principal shall certify the budget.

(g) The principal shall submit the approved or certified budget to the Department with the Chief School Administrator's and the board's comments and the SMT's responses to those comments.

(h) Upon approval of the school-based budget by the Commissioner, the board shall allocate adequate funds in the district budget for those elements approved by the Commissioner, and may allocate additional funds for those elements not approved by the Commissioner, provided the board does not apply for additional state aid pursuant to N.J.A.C. 6A:24-7.1.

6A:24-4.5 WSR Implementation Issues

(a) A WSR school that is having difficulty with implementation of the whole school reform model that was selected shall convene the superintendent, principal and SMT to meet as a team to discuss issues; to determine, in consultation with the SRI Team and developer, necessary next steps based on the needs of the school; and to explore all possible options for addressing identified needs, including application to the Department for approval to select another WSR model. The Department shall approve an application to implement another WSR model pursuant to this subchapter only if the school demonstrates to the satisfaction of the Commissioner that:

1. Implementation of the WSR model was not consistent with the elements of whole school reform as set forth in this chapter;
2. The model or design that the school is applying to implement is capable of producing student results which exceed the results that the WSR model is capable of achieving; and
3. The model or design meets all of the criteria set forth in N.J.A.C. 6A:24-4.2 or 4.1 and resolves the problems which led to the selection of the model or design.

(b) The principal or the developer shall bring to the attention of the Department any school not demonstrating satisfactory progress in student achievement and a meeting shall be convened with the SRI Team, the developer and the SMT to develop a corrective action plan that includes a timeline and sets benchmarks toward reaching the goal of improving student achievement in that school.

(c) The Department shall conduct a comprehensive evaluation of Whole School Reform in participating Abbott districts and schools to determine the effectiveness of implementation efforts and to begin assessing the impact of WSR on improving student achievement in meeting the Core Content Curriculum Standards.

SUBCHAPTER 5. SUPPLEMENTAL PROGRAMS AND SERVICES

6A:24-5.1 Demonstration of Particularized Need

(a) The SMT, in consultation with the principal and Chief School Administrator in any elementary or secondary school participating in implementation of WSR, may consider whether there exists a demonstrated particularized need for additional supplemental educational programs or services over and above existing WSR or required secondary programs which are essential to ensure educational success for a specified population of students, and without which program or service such students cannot achieve the Core Curriculum Content Standards.

(b) To determine whether a particularized need exists, the SMT shall first undertake a needs assessment which shall include:

1. An assessment of student achievement in meeting Core Curriculum Content Standards and identification of particular populations of students not meeting such standards;
2. Where the Core Curriculum Content Standards are not being met, a determination that failure of those students is caused by particularized needs which are not capable of being addressed by existing WSR or required secondary programs at the school level, and an explanation as to why the existing WSR or required secondary programs are insufficient to meet the identified need(s);
3. An inventory of currently used programs and services targeted to the area(s) of need, together with an assessment of their effectiveness and efficiency in meeting such need, and an explanation as to why they are insufficient to meet the identified need(s); and
4. A review of community resources which could be used to address the identified area(s) of need and an explanation as to how they are being used or why they are not being used.

(c) Upon finding a particularized need, the SMT shall recommend to the board, with a copy to the SRI Team, the appropriate supplemental programs and services, which shall be documented by evidence that the programs and services have worked successfully in the school and/or in other schools with similar characteristics and proven to address the identified need.

1. In those instances where a board does not agree that the SMT has demonstrated a particularized need for a program or service or does not agree that the recommended program or service is essential in order to enable those students to achieve the Core Curriculum Content Standards, the board shall provide to the SMT a detailed statement of the reasons for its determination.

2. In those instances where the board determines that a particularized need for a recommended supplemental program or service has been demonstrated, and that the program or service is essential for success by a specific population of students in achieving the Core Curriculum Content Standards over and above existing WSR or required secondary programs or services, the board shall submit its proposed plan for the program to the Department for approval in accordance with the provisions of N.J.A.C. 6A:24-5.2.
3. In those instances where the board determines that resources are insufficient to support the supplemental programs or services approved pursuant to N.J.A.C. 6A:24-5.2 after all possible reallocation at the school and district levels have been made, the board shall apply to the Department for additional state aid in accordance with the requirements of N.J.A.C. 6A:24-7.

6A:24-5.2 Application for Supplemental Programs or Services

(a) Upon determination by the board that a particularized need for a recommended supplemental program or service has been demonstrated to the board pursuant to N.J.A.C. 6A:24-5.1 and that the program or service is essential for the success of a specific population of students in achieving the Core Curriculum Content Standards, over and above existing WSR or required secondary programs or services, the board shall submit its proposed plan for the program or service to the Department for approval. Applications for such approval shall be submitted on forms provided by the Department and shall at a minimum include:

1. The particularized needs assessment undertaken pursuant to N.J.A.C. 6A:24-5.1(b);
2. A demonstration that one or more public hearings have been held in order to obtain parent, student, teaching staff and citizen input on the application;
3. A general description of the supplemental program(s) or service(s) and an explanation of the particularized need(s) which shall be met in order to enable those students to achieve the Core Curriculum Content Standards;
4. A demonstration that the supplemental program(s) or service(s) is documented by evidence that the program(s) or service(s) have worked successfully in the

school and/or in other schools with similar characteristics and is proven to address the identified need(s);

5. A plan for evaluating the continuing effectiveness and efficiency of the supplemental program(s) or service(s);
6. A demonstration that the requested supplemental program(s) or service(s) will not delay or impede implementation of, and does not duplicate, WSR or secondary programs and services required elsewhere in this chapter;
7. A recommendation of elimination or modification of existing programs or services identified as less than effective and efficient, or which would overlap with the proposed new program or service; and
8. An operating budget for the purpose of the supplemental program(s) or service(s).

(b) The Chief School Administrator may apply for supplemental programs and/or services for the district's preschool program if a demonstrated particularized need exists for further supplemental educational programs or services over and above existing WSR or required secondary programs which are essential to ensure educational success for a specified population of preschool children, and without which such preschool children cannot achieve the Core Curriculum Content Standards. To determine whether a particularized need exists, the district shall undertake a needs assessment pursuant to N.J.A.C. 6A:24-5.1. Upon a determination by the board that a particularized need exists for an early childhood education supplemental program(s) or service(s), the board shall submit its proposed plan for the program(s) or service(s) to the Department for approval pursuant to (a) above.

(c) Supplemental programs or services that are not approved by the Department pursuant to N.J.A.C. 6A:24-5.2 cannot be included in a district wide budget that requests additional state aid pursuant to N.J.A.C. 6A:24-7.

(d) Any application for supplemental programs or services denied by the Department may be appealed to the Commissioner pursuant to the provisions of N.J.A.C. 6A:24-9.

SUBCHAPTER 6. REQUIRED PROGRAMS IN SECONDARY SCHOOLS

6A:24-6.1 Implementation of Required Programs in Secondary Schools

(a) Annually, prior to December 1, the SMT of a secondary school, in consultation with the Chief School Administrator, the principal and the SRI Team, shall submit a revised plan for implementation of required programs in secondary schools to the Department for approval, with a copy to the Chief School Administrator and the board. The plan shall include the means of implementing the following required secondary programs and services and shall include:

1. A mechanism for access to the health and social services identified by the SMT as being essential for the educational achievement of students, through utilization of existing district staff, programs and services and through coordination of and referral to community-based providers;
2. A school security program, consistent with the requirements of N.J.A.C. 6A:24- 1.4(h), appropriate to the building's circumstances and needs, including development of a Code of Student Conduct and review of any existing student behavior policies to ensure maximum effectiveness;
3. A mechanism for identifying students requiring placement in the district's alternative education program(s) as required in N.J.A.C. 6A:24-1.4(i);
4. School-to-Work or college transition programs that address the Cross-Content Workplace Readiness Standards of the Core Curriculum Content Standards. The curriculum should integrate academic and occupational concepts, provide an opportunity for students to participate in a structural learning experience, as well as include programs that link the secondary years to postsecondary educational opportunities;
5. Infusion of educational technology into all aspects of the curriculum and instructional program to support achievement of the Core Curriculum Content Standards, including provision for acquisition and maintenance of necessary equipment and infrastructure, appropriate professional development activities and designation of staff to implement technology activities; and
6. A focused, ongoing program of professional development for all building staff, including administrative, teaching and support staff, designed to meet the specific needs of the school and its students as such needs relate to implementation of WSR and achievement of the Core Curriculum Content Standards.

(b) The revised plan shall be submitted to the Department on the form provided for this purpose, and shall at a minimum include:

1. An inventory of existing supplemental programs and services targeted to the area(s) of need, together with an assessment of their efficacy and efficiency;
2. Recommendations for elimination or modification of programs or services judged less than efficacious and efficient, or which overlap with the proposed new program or service;
3. A review of community resources which could be used to address the area(s) of need;
4. Recommendations for the programs and services needed to implement the SMT's plan, and the operating budget necessary to provide them;
5. Approval by the Chief School Administrator, the principal and the head of the SMT, if other than the principal; and
6. The Department-approved plan set forth in N.J.A.C. 6A:24-4.1(c).

(c) The board shall accord the programs and services listed under (a) above the highest priority in development of each school budget, making such reallocations and dedicating such resources as are necessary to ensure their full implementation in the budgeted year. To the extent resources are insufficient, after all possible reallocations at the school and district levels to support the required secondary programs, the board shall apply to the Department of Education for additional funding pursuant to N.J.A.C. 6A:24-7.

(d) No additional secondary programs and services shall be approved unless a particularized need is demonstrated pursuant to N.J.A.C. 6A:24-5.

SUBCHAPTER 7. DISTRICT BUDGET AND REQUEST FOR ADDITIONAL STATE AID

6A:24-7.1 Application for Additional State Aid

(a) The board shall submit to the Department for approval, pursuant to N.J.S.A. 18A:7F-5(c) and 6(c), a balanced, zero-based budget consistent with N.J.S.A. 18A:4-14 and 22-8. When necessary, for the application for additional state aid pursuant to the requirements of this subchapter, a board shall submit an application for additional Abbott v. Burke state aid in a format prescribed by the Commissioner as part of the original district-wide budget to be submitted pursuant to N.J.S.A. 18A:7F-5(c) and 6(c).

(b) A board shall submit an application for additional Abbott v. Burke state aid in a format prescribed by the Commissioner as part of the original district wide budget to be submitted pursuant to N.J.S.A. 18A:7F-5(c) and 6(c). The application shall include a demonstration that resources are insufficient to support all programs required by Abbott V or Abbott VI, and further reallocation would weaken the district's foundational education programs; and/or the board has determined that resources are insufficient to support Department-approved supplemental program(s) or service(s) and further reallocation would weaken the district's foundational education programs.

(c) As part of an application for additional Abbott v. Burke state aid the board shall provide an itemized accounting of priorities in reverse priority order in an amount equal to the additional Abbott v. Burke state aid requested. The reverse prioritization ensures elimination of potential duplicative and ineffective programs or services and demonstrates that additional state aid is needed for those programs or services to comply with Abbott V or Abbott VI or to maintain the district's underlying foundational education program prior to the Commissioner seeking new appropriations. Requests for additional Abbott v. Burke state aid shall be approved by the Commissioner when reallocation or elimination of all or part of such requests will undermine or weaken the district's foundational education program or Court-ordered requirements. The reverse prioritization will not result in elimination of Court-ordered requirements, but ensures that all funding and concomitant programs and services effectively and efficiently improve student achievement.

(d) The board shall consider all available resources, reallocations and other factors before submitting an application for additional Abbott v Burke state aid as follows:

1. Undesignated general fund balances in excess of 3 percent;
2. Salary appropriations for vacant positions in excess of the district's average salary for the position title;
3. Salary breakage for replacement of retiring staff during the upcoming budget year;
4. Positions or other expenditures not approved by the Commissioner as part of the school-budget budget during the review of WSR school-based budgets;
5. All new programs and services not approved by the Department as required for WSR, early childhood education, required secondary

programs or local particularized needs. Nothing shall preclude the board from seeking additional local school taxes or other local funding over and above the minimum school tax levy for such purposes;

6. Capital expenditures that should be amortized over several years or that can be deferred without jeopardizing the health or safety of the occupants of the buildings; and
7. Appropriations in excess of actual documented need.

(e) The Department shall review the itemized accounting of priorities submitted as required in (b) above, as well as the district wide budget, to determine that consideration has been given to all available resources, reallocations and other factors. The Department shall review the materials submitted and other district records and supporting documentation as considered necessary. In making the determination as to whether an existing program, service or expenditure should be exempt from reallocation, in whole or part, the Department shall consider whether:

1. The existing program, service or other expenditure is school-based and directly serving the students in the school;
2. The existing program, service or other expenditure has demonstrated measurable results in enhancing the achievement levels of students in the school;
3. Elimination of the existing program, service or other expenditure would undermine the foundational education program of the school; and
4. The existing program, service or other expenditure is being delivered in the most efficient possible manner.

(f) If during a school year the board determines the need for additional resources to implement the Department-approved programs, services and other expenditures due to unanticipated expenditures or unforeseen circumstances, a separate application for additional Abbott v. Burke state aid shall be filed consistent with the provisions of this subchapter. The separate application shall also document the nature of the unanticipated expenditures or unforeseen circumstances and the impact on the current approved budget. The Department's review of the separate application shall be consistent with the provisions of (d) above and will consider the current status of the approved budget. Amounts approved by the Commissioner in response to the district's separate application will be available for expenditure during school year. The revenue shall be recognized through the establishment of an accounts receivable subject to appropriation in the subsequent year's Appropriations Act.

(g) Any board requesting additional state aid shall ensure that all spending is necessary and aligned with the objectives and strategies for achieving the Core Curriculum Content Standards for the budgeted school year. The board shall prioritize all programs, services and other expenditures. Expenditures related to Department-approved early childhood education plans, WSR school-based budgets, required secondary programs and local particularized needs, shall be given the highest priority. School level programs and services and other direct services to students shall be given priority over central office, other noninstructional and indirect costs. The cost of maintaining existing effective programs and services shall be accounted for separately from the expansion of existing programs and services unless required by Abbott V or Abbott VI. Maintenance of an existing program or service shall be given higher priority than expansion of that program or service. Nothing shall preclude a board from giving higher priority to an expanded program or service over the maintenance of another existing program or service.

SUBCHAPTER 8. FACILITIES

6A:24-8.1 Long-Range Facilities Plan

(a) Each district shall prepare and submit to the Commissioner a long-range facilities plan that details the district's school facilities needs and the district's plan to address those needs for the ensuing five years. This long-range facilities plan shall incorporate the facilities efficiency standards and demonstrations of local particularized needs established pursuant to N.J.A.C. 6A:24-5 and may include any other space to be funded locally.

(b) No school facilities project approval pursuant to this subchapter shall be granted unless and until the district has filed a long-range facilities plan and the plan has been approved by the Commissioner.

(c) Notwithstanding (b) above, where a district has filed a long-range facilities plan, the Commissioner may grant approval for specific priority projects that meet the following standards:

1. The project is necessary to protect the health and safety of students, including upgrading of the electrical system, or to serve preschool students, and the

project involves a building which will continue its existing use, and the district agrees that the project should be approved separate from the long-range facilities plan; or

2. The project was submitted to the Department for review prior to the submission of the long-range facilities plan, and the project is consistent with the long-range facilities plan, and the district agrees that the project should be approved separate from the long-range facilities plan.

(d) An amendment to a long-range facilities plan may be submitted at any time to the Commissioner for review and approval.

(e) Each long-range facilities plan shall include an enrollment projection utilizing a cohort survival methodology, or other methodology approved by the Commissioner, accompanied by a certification of a qualified demographer retained by the district that serves as the basis for identifying the capacity and program needs detailed in the long-range facilities plan. The resume and any other professional credentials relied upon by the district to demonstrate that the person who prepared the enrollment projection had adequate qualifications and experience to be considered a qualified demographer shall be submitted as part of a district's long-range facilities plan.

(f) The long-range facilities plan shall include an educational adequacy inventory of all existing school facilities in the district, the identification of all deficiencies in the district's current inventory of school facilities which includes the identification of those deficiencies that involve emergent health and safety concerns, and the district's proposed plan for future construction and renovation. The long-range facilities plan submissions shall conform to the guidelines, criteria and format prescribed by the Commissioner.

(g) Each district shall determine the number of "unhoused students" for the ensuing five-year period calculated pursuant to the provisions of this subchapter.

(h) The Commissioner shall review each proposed school facilities project to determine whether it is consistent with the district's long-range facilities plan and whether it complies with the facilities efficiency standards and the area allowances per FTE student derived from those standards.

(i) If the Commissioner determines that the school facilities project complies with the facilities efficiency standards and the district's long-range facilities plan and does not exceed the area allowance per FTE student derived from those standards, the Commissioner shall calculate the preliminary eligible costs of the project pursuant to the formulas set forth in this subchapter.

(j) If the Commissioner determines that the school facilities project is inconsistent with the facilities efficiency standards or exceeds the area allowances per FTE student derived from those standards, the Commissioner shall notify the district.

1. The Commissioner shall approve area allowances in excess of the area allowances per FTE student derived from the facilities efficiency standards if the board of education or State district superintendent, as appropriate, demonstrates that school facilities needs related to required programs cannot be addressed within the facilities efficiency standards and that all other proposed spaces are consistent with those standards.
2. The Commissioner may grant an exception to a facilities efficiency standard if the board of education or State district superintendent, as appropriate, demonstrates to the Commissioner's satisfaction that the exception will not adversely affect the educational adequacy of the school facility, including the ability to deliver the programs and services necessary to enable all students to achieve the Core Curriculum Content Standards.
3. The Commissioner shall approve spaces in excess of or inconsistent with the facilities efficiency standards (nonconforming spaces) upon a demonstration by the district that such spaces are necessary to comply with federal or state laws concerning individuals with disabilities. A district may apply for approval to include in preliminary eligible costs nonconforming spaces that will permit pupils with disabilities to be educated to the greatest extent possible in the same buildings or classes with their nondisabled peers. Such nonconforming spaces may: (1) allow for the return of pupils with disabilities from private facilities, (2) permit the retention of pupils with disabilities that would otherwise be placed in private facilities, (3) provide space for regional programs in a host school building that houses both disabled and nondisabled pupils or (4) provide space for the coordination of regional programs by a county special services school district, educational services commission, jointure commission or other agency authorized by law to provide regional special education services in a school building that houses both disabled and nondisabled pupils.
4. To house the district's central administration, a district may request an adjustment to the approved areas for unhoused students of 2.17 square feet for each FTE student in the projected total district school enrollment, if the proposed administrative offices will be housed in a school facility and the district demonstrates either that the existing central administrative offices are obsolete or that it is more practical to convert those offices to instructional space. These square footage figures shall be adjusted to coincide with any statute passed after adoption of this chapter. To the extent that existing administrative space will continue to be used for administrative purposes, the space shall be included in the formulas set forth in this subchapter. If the Commissioner approves excess facilities efficiency standards or additional area allowances pursuant to this paragraph and 1 and 2 above, the Commissioner shall calculate the preliminary eligible costs based upon the excess area allowances or facilities efficiency standards pursuant to the formulas set forth in this subchapter. In the event that the

Commissioner does not approve the excess facilities efficiency standards or additional area allowances, the district may either modify its submission so that the school facilities project meets the facilities efficiency standards, or pay for the unapproved costs.

(k) The Commissioner shall establish, in consultation with the districts, a priority ranking of all school facilities projects in the districts based upon his determination of critical need. School facilities projects in the districts involving health and safety factors including upgrading of the electrical systems, or preschool and other projects as necessary shall be given the highest priority among all district projects.

(l) Preliminary eligible costs for construction of new school facilities and additions to school facilities, characterized by an increase in the square footage of the school facility, shall be approved only if necessary for reasons of unhoused students and shall be calculated as follows.

Preliminary eligible costs = AU x C

where

AU is the approved area for unhoused students; and

C is the area cost allowance;

(m) Preliminary eligible costs shall be the actual costs for reconstruction, remodeling, alteration, modernization, renovation or repair of school facilities that were originally constructed by the district or that the district purchased more than five years prior to the date of approval by the Commissioner. Costs shall be reimbursed only when necessary for compliance with the Uniform Construction Code, health and safety, conformance with the Facilities Efficiencies Standards or other spaces approved pursuant to (j)1 above. Notwithstanding the provisions of this subchapter, all school facilities shall be deemed suitable for rehabilitation unless a pre-construction evaluation undertaken by the district demonstrates to the satisfaction of the Commissioner that the structure might pose a risk to the safety of the occupants even after rehabilitation, or that rehabilitation is not cost-effective.

(n) Preliminary eligible costs for new construction done in lieu of renovations shall be determined in accordance with the methodology for new construction, with preliminary eligible costs determined pursuant to (l) above, only when the decision to replace a school facility is supported by a feasibility study conducted by the district, and either the age of the building being replaced is 41 years or greater or the Commissioner determines that extraordinary circumstances apply. When new construction done in lieu of renovations qualifies as new construction, the approved area for unhoused students shall be determined by the Commissioner, with consideration of the existing school facilities in the district.

(o) The number of unhoused students shall be calculated as the number of FTE students who are projected to be enrolled in preschool handicapped, preschool, kindergarten, grades 1 through 12, and special education services pupil educational programs provided in a district within five years, which are in excess of the functional capacity of the district's current school facilities or the functional capacity of the school facilities which will be available within five years other than the school facilities for which the preliminary eligible costs are determined, based upon the district's long-range facilities plan. This calculation shall be adjusted to coincide with any statute passed after adoption of this chapter. The determination of unhoused capacity shall separately consider projected enrollments and functional capacities at the early childhood and elementary (preschool through grade 5), middle (grades six through eight), and high school (grades nine through 12) levels. For the purpose of calculating the district's unhoused students, special education services students shall be considered part of the grade level to which the students' chronological age corresponds. In the event that the Commissioner approves a school facilities project which involves the construction of a new school facility to replace an existing school facility, which shall accommodate both the unhoused students and the students in the existing school facility, the calculation of the number of unhoused students shall include the number of students currently attending the existing facility which is to be replaced.

(p) Approved area for unhoused students (AU) shall be determined according to the following formula and shall be adjusted to coincide with any statute passed after adoption of this chapter:

$$AU = (UEC \times SEC) + (UE \times SE) + (UM \times SM) + (UH \times SH)$$ where

UEC, UE, UM, UH are the numbers of unhoused students in the early childhood, elementary, middle, and high school enrollment categories, respectively; and

SEC, SE, SM, SH are the area allowances per FTE student in preschool through grade 5, grades 6 through 8, and grades 9 through 12, respectively. Area allowances shall be determined based on the grade level of a student regardless of the grade configurations used in the school buildings of the district.

The minimum area allowance per FTE student shall be as follows:

Preschool through grade 5	125 sq. ft.
Grades 6 through 8	131 sq. ft.
Grades 9 through 12	151 sq. ft.

(q) The facilities efficiency standards for determining spaces requiring a demonstration of particularized need established pursuant to N.J.A.C. 6A:24-5.1 and excess cost areas shall be the school building space assumptions used to calculate the area allowances per FTE student in (p) above. The Commissioner shall provide each district with a copy of the facilities efficiency standards and shall publish them in the New Jersey Register.

SUBCHAPTER 9. APPEALS

6A:24-9.1 Applicability of Subchapter

An aggrieved applicant for Department authorization to improve or amend an existing program, adopt a supplemental program or service, implement a required secondary program, build or renovate a school facility or seek additional Abbott v. Burke state aid may appeal to the Commissioner in accordance with the provisions of this subchapter.

6A:24-9.2 Filing, Service and Documentation of Petition

(a) Any appeal filed pursuant to this subchapter shall, except as noted in 1 below, meet the filing, service and format requirements for petitions of appeal as set forth in N.J.A.C. 6:24-1.1 et seq., and shall generally proceed as a contested case except as noted in this subchapter. Service of the petition is required on the Attorney General of the State of New Jersey, and should be directed to Department of Law and Public Safety, Division of Law, P.O. Box 112, Trenton, New Jersey 08625-0112; Attention: Education Section.

1. Any appeal filed pursuant to this subchapter shall be filed within 30 days of the date of the decision which is the subject of the requested contested case hearing.

(b) Any appeal filed pursuant to this subchapter shall include, in addition to the petition required under (a) above, a copy of the complete application submitted to the Department and a copy of the determination from which the appeal is taken.

(c) Appeals may be filed by the entity that submitted the application under dispute, or by the board in the case of applications filed by entities other than the board. In any appeal in which the board is not the petitioner, the board shall be named as an indispensable party to the appeal.

6A:24-9.3 Filing, Service and Documentation of Answer

Answers to petitions of appeal filed pursuant to this subchapter shall meet the filing, service and format requirements for answers as set forth in N.J.A.C. 6A:24-1.1 et seq. Nothing herein shall preclude the filing of a motion to dismiss in lieu of an answer.

1. Any answer filed pursuant to this subchapter shall be filed within 20 days of the date of receipt of the petition.

6A:24-9.4 Review of Pleadings

Upon review of the petition, answer and supporting documentation, the Commissioner may use the procedure set forth in N.J.A.C. 6A:24-9.5 to decide the matter. If so, he shall notify the parties and they shall be provided the opportunity to submit any additional documents submitted to the Department or considered by the Department in rendering the decision.

6A:24-9.5 Submission of Position Statements and Replies

If the Commissioner requires the submission of position statements and replies, within 20 days after receipt of the notice from the Commissioner pursuant to N.J.A.C. 6A:24-9.4, the petitioner shall file a letter memorandum setting forth with particularity the basis for its position, referencing the criteria established for the application process and the materials submitted in conjunction with it. Within 10 days of receipt of petitioner's memorandum, each respondent shall file such reply as it may wish to make. Within 5 days of receipt of any reply, petitioner may file a final response thereto. All submissions shall be filed in triplicate (original and two copies) and served upon all other parties to the appeal at the same time they are filed with the Commissioner.

6A:24-9.6 Commissioner Review and Decision

(a) If the Commissioner retains the matter pursuant to N.J.A.C. 6A:24-9.5, upon receipt of the filings set forth above, or expiration of the time for their submission, the Commissioner shall review the total record before him and render a written decision. If the

Commissioner transmits the matter to the Office of Administrative Law, such transmission shall be done on an expedited basis to resolve material factual disputes.

(b) The Commissioner's decision shall include an appropriate order. Where the relief ordered includes additional funding, the Commissioner shall make the necessary request to the Governor and the Legislature.

(c) In rendering decisions pursuant to this subchapter, the Commissioner shall apply the same standards as are set forth for Department review in the operative rules for the type of application in dispute. The burden of proof shall be on the petitioning party to demonstrate that these standards were met by the applicant notwithstanding the Department's determination to the contrary. The record on appeal shall consist of those documents and information submitted to the Department in support of its application and any additional information relied upon by the Department in making the determination at issue.

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November 1, 2000

The New Jersey Department of Education recommends that first and second cohort schools submit their WSR Implementation Plan on the above date, instead of the required deadline of December 1st.

The following table provides a listing of dates by which requirements identified in the regulations are to be addressed:

B. TIMETABLE OF REQUIREMENTS
2000-2001

Date Required	Responsibility	Task
Annually on or before Dec. 1	SMT	Prepare and submit to the DOE, with a copy to the CSA and the board, a WSR implementation plan, which integrates all local, state and federal resources developed in accordance with the guidelines and requirements of the DOE and the program developer. (6A:24-4.3)
Annually on or before Dec. 1	Principal in consultation with SMT	Prepare and submit as part of the WSR implementation plan a school-based budget that includes staff, and other goods and services needed to implement or maintain WSR. (6A:24-4.4)
Annually on or before Dec. 1	SMT	Develop and submit a school-level educational technology plan to be included with the WSR implementation plan. (6A:24-4.3)
Annually on or before Dec. 1	Secondary School SMT (in consultation with CSA, principal, and SRI team)	Prepare and submit as part of the WSR Implementation Plan a revised plan for implementation of Required Programs in Secondary Schools. (6A:24-4.3 and 6.1)
By Jan. 30, 2001	SMT	All secondary schools submit application to the DOE, with copies to the CSA and the board, a plan for implementation of a research-based WSR model or a whole school alternative program design. (6A:24-4.1)
By September 2001	District Board of Education	All four-year-olds and all three-year-olds are offered full-day, full-year preschool. (6A:24-3.4)
By July 1, 2002	District Board of Educatio n	Any districts not currently implementing whole school reform must implement the requirements in the Abbott regulations. (6A:24-1.6)
By September, 2000	District Board of Education	Early childhood education programs shall achieve class size of one teacher and one aide for every 15 children and shall include an aide in kindergarten. (6A:24-3.3)

B. TIMETABLE OF REQUIREMENTS 2000-2001

Date Required	Responsibility	Task
By September, 2004	District Board of Education & DHS provider	Existing teachers in DHS-licensed child care providers contracted with Abbott districts who have experience working with young children but who otherwise lack academic credentials must obtain the Preschool-Grade 3 endorsement and must demonstrate annual progress toward obtaining a bachelor's degree. *An existing teacher is a teacher hired as of Sept. 1, 1999 or as of the date a provider entered into agreement with a district, whichever is later.*
By September 1999	District Board of Education & DHS provider	Newly hired teachers in DHS-licensed child care providers contracted with Abbott districts must hold a baccalaureate degree. *Newly hired means any teacher other than an existing teacher.*
By September 2001	District Board of Education & DHS provider	Newly hired teachers in DHS-licensed child care providers contracted with Abbott districts must obtain a teacher of Preschool-Grade 3 endorsement.

C. RESPONSIBILITIES

The following table provides a list of responsibilities that have been identified in the regulations for various district and school personnel. The table is subdivided by responsibilities designated for the district/chief school administrator/board of education, for the school principal, and for the school management team.

6A:24	Regulation	District/Chief School Administrator/ Board of Education
1.4	Responsibilities of Local Districts	• Cooperate fully with the DOE and SRI Team
		• Make required WSR programs and services the highest priority and identify reallocations necessary for implementation of necessary programs
		• Assign each school an effective principal
		• Notify SMT and SRI prior to effective date of transfer or removal of any teacher
		• Seek authorizations, equivalency determinations or waivers
		• Provide full-time media specialist
		• Provide for full-time technology coordinator
		• Provide for coordinator of health and social services
		• Provide for full-time dropout prevention officer
		• Formulate department-approved district-wide security plan
		• Provide department-approved alternative middle and high schools
		• Fully implement school-based management
		• Articulate continuity among early childhood program, WSR model, elementary, middle and high schools
		• Align WSR and alternative programs with CCCS
		• Explain DEPA and ECPA unexpended balances
1.5	Accountability	• Establish department-approved district-wide system of rewards
2.1	Establishment of School Management Teams	• Annually submit to department procedure for the establishment of SMT or amendment of approved procedure
		• Provide mechanism for the selection and removal of SMT members
		• Train and provide technical support to SMT
		• Allocate resources to SMT

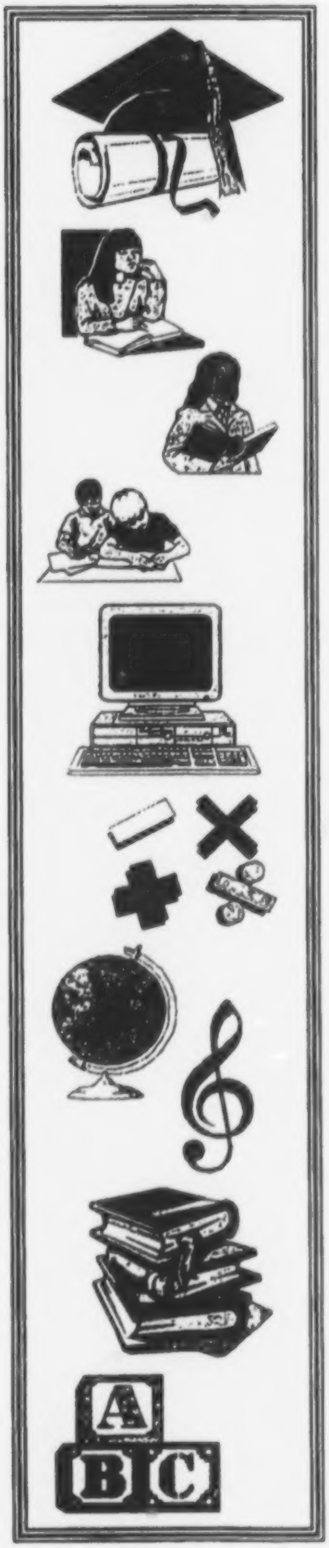
6A:24	Regulation	District/Chief School Administrator/ Board of Education
2.2	Responsibilities of SMTs	• CSA has option to recommend to board one candidate for teaching staff or principal from not less than three candidates submitted by SMT
2.3	Training of SMT	• Provide training to SMT in responsibilities of SMT, development and implementation of WSR, needs assessment, particularized need, curriculum and instruction, teamwork and consensus building and, if necessary, budget and personnel
		• Notify SRI team when an SMT member has attended training
		• Remove a member who has not fulfilled training requirement and notify SRI team in writing
3.2	Full-Day Kindergarten	• Offer program to all five-year-old children
3.3	Early Childhood Education Programs	• Determine age eligibility by using the same criteria for kindergarten age eligibility
		• Contract with a DHS-licensed child care provider when the provider is able and willing to meet standards of 3.3b
		• Use contract form provided by or approved by DOE
		• Ensure that standards of 6A:24-3.3(b) are met by the DHS-licensed child care provider
		• Provide a master teacher at a ratio of 1 to every 20 early childhood education classrooms.
3.4	Early Childhood Education Program Operational Plan	• Operate program consistent with plan approved by DOE
		• Amend plan to provide full-day, full-year program for all three-and four-year-olds by the 2001-2002 school year
4.1	Adoption of WSR Model	• Allocate necessary resources to implement WSR model chosen in the school
4.2	Whole School Alternative Design	• Demonstrate commitment to support the school and its implementation of the whole school alternative design.
		• Demonstrate adequate facilities to ensure the successful implementation of the design in the long-range facilities plan.
4.3	Submission of WSR Implementation Plan	• Approve a copy of the plan
4.4	School-based	• Provide principal and SMT with all appropriate resources and

6A:24	Regulation	District/Chief School Administrator/ Board of Education
	Budgets	assistance as needed
		- Review proposed budget for input
		- Allocate adequate funds for elements approved by Commissioner
4.5	WSR Implementation Issues	- Meet as part of a team to determine steps to overcome difficulties with the implementation of WSR model
5.1	Demonstration of Particularized Need	- SMT determines if there is a particularized need
		- If the board determines that SMT has not demonstrated a particularized need, the board submits to the SMT a detailed statement of reasons for disagreement
		- If SMT has demonstrated a particularized need, submit Particularized Need application to DOE
		- Apply for additional state aid if needed
5.2	Application for Supplemental Programs or Services	- Submit proposed plan to the DOE following guidelines established by 6A:24-5.2(a)
		- Apply for supplemental programs and/or services needed for district's early childhood education program adhering to guidelines in 6A:24-5.2(b)
6.1	Implementation of Required Programs in Secondary Schools	- Consult with principal, SRI team and SMT
		- Accord required programs and services the highest priority in the development of the school-based budget
7.1	Applications for Additional State Aid	- Submit application considering all available resources, reallocations and other factors according to guidelines outlined in 6A:24-7.1(d)
		- Provide reverse priority order accounting
		- Apply zero-based approach in preparing district-wide budget
		- Submit balanced budget to DOE
8.1	Facilities	- Submit long-range facilities plan to address needs for 5 years following guidelines established in 6A:24-8.1(f,g,l-q)
		- Submit amendment to plan, if needed
9.1	Appeals	- If an appeal is requested, follow guidelines in Subchapter 9

6A:24	Regulation	School Principal
2.1	Establishment of School Management Team	• Parents choose parent members except in the event that a sufficient number of parents is not chosen by the parents, the principal may select the remaining parent members
		• The principal chooses community members after the principal solicits a broad base of community members for their interest in participating on the SMT
4.2	Whole School Alternative Design	• Submission of application that meets the requirements set forth in 6A:24-4.2
4.4	School-based Budgets	• Consult with staff and SMT about staff, goods, and services needed to implement selected WSR model
		• Propose budget in the format prescribed by Commissioner
		• Advise SMT when illustrative budget is exceeded
		• Reallocate school-level resources to meet budget requirements
		• Seek input from SMT and submit budget to CSA for comments
		• Respond to each comment of CSA
		• If SMT budget option is not exercised, certify budget
		• Submit budget to DOE with comments of CSA and board
4.5	WSR Implementation Issues	• Meet as part of a team including CSA, SMT, SRI and developer to determine steps to overcome difficulties with the implementation of WSR model including the choosing of a new WSR model
		• Bring to the attention of the DOE if the school is not demonstrating satisfactory progress in student achievement and develop corrective actions to be taken
6.1	Implementation of Required Programs in Secondary Schools (RPSS)	• Consult with CSA and SRI team annually to submit a revised RPSS plan
9.1	Appeals	• If appeal desired, follow guidelines in Subchapter 9

6A:24	Regulation	School Management Team
2.1	Establishment of School Management Teams	• Principal selects community members after the principal solicits a broad base of community members for their interest in participating on the SMT
		• Set number, dates and locations of meetings
		• Notify the SRI Team if any difficulties arise as to the functioning of the SMT
2.2	Responsibilities of SMTs	• Develop a WSR implementation plan based on a needs assessment
		• Ensure alignment with CCCS
		• Review statewide assessment results
		• Take appropriate action to improve student achievement
		• Ensure a program of professional development for staff
		• Ensure school-level educational technology plan
		• Ensure education programs to address cross content workplace readiness standards
		• Develop school-based system of rewards consistent with district system
		• Establish work groups as needed
		• Establish school-based budget, if option chosen
		• Make recommendations on personnel, if option chosen
2.3	Training of School Management Team Members	• The training shall include, but not be limited to, instruction regarding roles, relationships and responsibilities of the SMT, development and implementation of the WSR implementation plan, needs assessment, particularized need, curriculum and instruction, teamwork, and consensus building
		• The training, if necessary, shall also include personnel and school-based budgeting
4.3	Submission of WSR Implementation Plan	• Submit annual implementation plan by December 1 based on needs assessment which integrates all local, state and federal resources
		• Ensure that the minimum requirements for the plan as outlined in 6A:24-4.3(a-d) are met
4.4	School-Based Budgets	• Prepare a demonstration of particularized need, if needed
		• Input on the proposed budget
		• Consult with principal on responses to CSA comments
4.4		• If budget option exercised, take action to approve budget

6A:24	Regulation	School Management Team
4.5	WSR Implementation Issues	• Meet as part of a team including CSA, principal, SMT, SRI and developer to determine steps to overcome difficulties with the implementation of WSR model
5.1	Demonstration of Particularized Need	• Consult with principal and SRI to determine if there is a particularized need
		• Conduct needs assessment before determining a particularized need using criteria in 6A:24-5.1(b)
		• If needs exist, the SMT shall recommend to the board, with a copy to the SRI Team, the appropriate supplemental programs and services, which shall be documented by evidence that the programs and services have proven to address the identified need.
		• Submit the Particularized Need application as part of the WSR Implementation Plan
6.1	Implementation of Required Programs in Secondary Schools	• In consultation with principal and SRI, submit plan for implementation of required programs in secondary schools as part of the WSR Implementation Plan
		• Ensure that plan includes the means of implementing the required program and services set forth in 6A:24-6.1(a)1-6
		• Submit reviews and recommendations outlined in 6A:24-6.1(b)



Section IV

School Management Teams: Leading the Process

SECTION IV. SCHOOL MANAGEMENT TEAMS – LEADING THE PROCESS

This section of the *Guide for Implementing Urban Education Reform in Abbott Districts*:

- Suggests an approach for the organizational structure of School Management Teams (SMTs) and work groups;
- Describes the membership and responsibilities of the SMT; and
- Offers helpful hints on SMT membership, training and meetings.

Regulations Related to Section IV
***N.J.A.C.* 6A:24**

2.1 – Establishment of School Management Teams
2.2 – Responsibilities of School Management Teams
2.3 – Training of School Management Teams
4.1 – Implementation of WSR Model
4.2 – Whole School Alternative Program Design
4.3 – Submission of WSR Implementation Plan
4.4 – School-based Budgets
4.5 – WSR Implementation Issues
5.1 – Demonstration of Particularized Need
6.1 – Implementation of Required Programs in Secondary Schools

A. PURPOSE OF THE SMT

A School Management Team plans and implements ways to increase a school's effectiveness. The concept of representative teams is intended to increase the involvement and contributions of more people in the planning of improved programs and practices. The logic of the team approach is that programs are more likely to be successful when the people who must ultimately implement them have planned them. It is, therefore, the purpose of the SMT to ensure participation of staff, parents and the community in school-level decision-making and to develop a culture of cooperation, accountability and commitment. Within the school, the SMT is responsible for coordinating the development of the school's shared vision, selecting a WSR model, and establishing a WSR Implementation Plan. In addition, the SMT, working with the school administration, SRI team, and district, is responsible for the ongoing monitoring and assessment of the quality and effectiveness of the school's plan and program and the implementation of any needed modifications.

B. ORGANIZATION OF THE SMT

The regulations state that the Chief School Administrator (CSA) in each Abbott district shall submit annually to the DOE for approval, with a copy to the Board of Education, a procedure or an amendment to the existing procedure for the selection, training and operation of a building-based School Management Team (SMT) in every school. The procedures submitted must be consistent with state regulations (see Section III for regulations).

C. MEMBERSHIP OF THE SMT

According to the regulations:

- SMT membership shall include the building principal, teachers, school-level support staff, parents, and community members. The SMT may include students. No one group identified above may constitute 50 percent or more of the SMT membership (see table below). Board of education members shall not serve on the SMT. A school district employee shall not serve as either a parent or a community member on an SMT in that district. The makeup of the SMT should also be consistent with guidelines set out in the WSR model selected.

Total Membership In the SMT	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22	23-24
Maximum # from One Constituency	2	3	4	5	6	7	8	9	10	11

- SMT members shall be chosen by either selection or election as follows:

1. The community shall be meaningfully involved in the process.
2. The principal shall provide broad-based notice prior to initiation of the process.
3. Teaching staff members shall be chosen by teachers. School-level support staff members shall be chosen by school-level support staff. Parent members shall be chosen by parents. If a sufficient number of parents is not chosen by parents, the principal may select the remaining parent members. For a student to be on the SMT, the student shall be chosen by students.

4. Community members shall be selected by the principal after the principal solicits a broad base of community members for their interest in participating on the SMT.

5. The membership of the SMT shall be broad-based and representative of the student and community's racial and ethnic composition.

- Terms of office for SMT members shall be a minimum of two (2) years except that, for initial selection or election of the SMT, staggered terms shall be provided to ensure continuity of the SMT.
- A mechanism shall be established for the selection and removal of team members when appropriate. No member of the SMT may be removed without the concurrence of the School Review and Improvement (SRI) team except as provided for in *N.J.A.C.* 6A:24-2.3 (d). The SMT shall notify the SRI team if any difficulties arise as to the functioning of the SMT.
- Any currently constituted SMT which is not in compliance with the above shall jointly implement a transition plan to bring the SMT into compliance. This may include requests for appropriate waivers pursuant to *N.J.A.C.* 6:3A.

Helpful Hints
SMT Membership

It is recommended that the total SMT membership be kept at a workable size. Much of the work should be done by work groups, with membership on the work groups open to all members of the school community. Participation in work groups will engage more members of the school community in the work of the school.

Districts may also institute a district steering committee to coordinate WSR activities and facilitate the effective functioning of the SMTs. This steering committee would provide support for the SMTs in assessing effectiveness, identifying and resolving areas of concern, and implementing effective strategies, structures, systems and practices.

Helpful Hints
Parent Involvement

"There are no unimportant adults in the life of a child," said Ron Edmonds, a founder of the Effective Schools Movement (cited by Detroit Public Schools, 1989-1991). If one believes this statement and subscribes to the belief that schools are for teaching and learning for all, then it is reasonable to assume that parents are also important adults and should have a role in the school improvement process. Not only do parents have a right to be informed and involved, schools need them.

Keeping all stakeholders informed of the developmental steps of student improvement helps to alleviate misconceptions and defuse possible resistance due to lack of knowledge and understanding.

Outreach to parents and community members may take place by the following means:

- Presenting brief programs to local service organizations;
- Including school improvement updates in various media releases;
- Having school improvement updates in parent newsletters;
- Having an effective school bulletin board prominently displayed; and/or
- Developing a school improvement logo reflecting the mission or shared values and using the logo on all communications.

D. ROLES AND RESPONSIBILITIES OF THE SMT

In its various capacities, the SMT members will take on the roles of educational and instructional guides, decision-makers, problem-solvers, assessors, evaluators, and planners. **The principal does not abdicate administrative and supervisory responsibilities to the team. The daily operation of the school remains the responsibility of the principal.** The SMT creates an internal structure through which ideas from various perspectives flow to ensure that the WSR process has broad-based support. The SMT leads and coordinates each step of this process. (See Section III for SMT responsibilities in regulations):

1. PRIMARY RESPONSIBILITY—WSR IMPLEMENTATION PLAN - It shall be the primary responsibility of the SMT of each WSR school to develop a WSR Implementation Plan based on a needs assessment. (See Section VIII and IX for further information). In addition to the development of the WSR Implementation Plan, the SMT shall also undertake the following responsibilities in consultation with its assigned SRI team and with district input and assistance:

- CURRICULUM - Ensure that curriculum, instruction and the instructional delivery systems are aligned with the CCCS. In this role, the SMT should be collaborating with central office staff who are responsible for ensuring articulation across grade levels, with WSR models, and with the district's curriculum;

- REVIEW OF STATEWIDE ASSESSMENT - Review the statewide assessment results at the school and grade levels to determine program and curriculum needs and to take appropriate action to improve and enhance student achievement. The central office should also support the school's efforts in this area;

- PROFESSIONAL DEVELOPMENT - Ensure that a program of professional development to assist staff in the implementation of all aspects of WSR is being utilized by the school. The intent of professional development is to improve student performance;

- TECHNOLOGY PLAN - For any school that does not already have an approved school-level educational technology plan, develop and submit to the DOE for approval, with a copy to the CSA and the board of education, a school-level educational technology plan. This plan must be integrated with the district-level educational technology plan. It must demonstrate how educational technology will be infused throughout all aspects of curriculum and instruction to support achievement of the CCCS, and provide for acquisition and maintenance of necessary equipment and infrastructure, appropriate professional development activities and designation of staff to implement technology activities. The school's technology coordinator should have a primary role in the development of this plan;

- CROSS-CONTENT WORKPLACE READINESS STANDARDS - Ensure that education programs, including cocurricular and extracurricular activities, are provided to address the Cross-Content Workplace Readiness Standards of the CCCS. At the secondary level, the curriculum should include the key School-to-Career and College Initiatives components: school-based learning, the opportunity for students to participate in a structured learning experience, and connecting activities (see Section IX for details); and

- REWARD SYSTEM - Develop a school-based system of rewards consistent with the district-wide system of rewards established. This system should include recognition and reward for those individual teachers, parents and administrators that contribute to helping students attain the CCCS. The principal should assume a primary role along with the staff in establishing the system.

2. BUDGET AND STAFFING - In addition, the SMT of a WSR school shall be authorized to undertake the following responsibilities after a majority vote of its members and upon approval of the SRI team. (The SRI team shall not approve the SMT to undertake these responsibilities unless and until the SMT has had specific

training in these areas.) (See *Helpful Hints* for budget and personnel training that are contained in this section.)

- Approve a school-based budget.
- Recommend the appointment of a building principal, teaching staff members, and instructional aides. In each case, the SMT shall provide not fewer than three (3) candidates to the CSA, who may select one of the three candidates for recommendation to the board of education. The CSA may request additional candidates from the SMT. The CSA shall not recommend to the board any such candidates for appointment unless the SMT has recommended that candidate to the CSA.
- If the SMT in a WSR school does not exercise its option to be included in the decision-making on budget and personnel issues, the SMT shall be advised of the actions to be taken in these areas and given an opportunity to provide input. In such cases the principal shall be responsible for making decisions and/or recommendations.
- The SMT in a school that is not a WSR school shall work with the teaching staff members in the selection of the WSR model to be used by the school.

Helpful Hints
Assessment and Evaluation

It is recommended that districts and SMTs establish procedures for assessing and evaluating the functioning and effectiveness of the SMT. SMTs evaluated as being ineffective should receive support and assistance from the SRI team and district to facilitate more effective functioning.

E. TRAINING OF THE SMT

In the roles of SMT members as leaders, decision-makers, evaluators, assessors and planners, a variety of skills is required. Proper training is essential to gain these skills. The following requirements are contained in the regulations:

- The district, in consultation with the SRI, shall provide training and technical support regarding the district's internal operating policies and procedures to SMT members in all WSR schools.

- The CSA shall ensure that sufficient time and resources are allocated to the SMT to enable it to perform its work (including development of a WSR implementation plan).

- The SMT training shall provide support for continued implementation of a WSR model or design.

- The SMT training shall include, but not be limited to:
  1. instruction regarding the roles, relationships and responsibilities of the SMT;
  2. development and implementation of the WSR Implementation Plan;
  3. needs assessment;
  4. particularized need;
  5. curriculum and instruction;
  6. teamwork; and
  7. consensus building.

- The training, if required, shall include personnel and school-based budgeting.

Helpful Hints
Personnel Training for SMT Members

When an SMT elects to be involved in personnel, its training will need to include guidelines around confidentiality and all mandated personnel requirements. At a minimum, training for SMT members should include:

1. recruitment practices;
2. affirmative action;
3. screening of applications;
4. establishing interview committees;
5. interviewing protocols;
6. other internal operating policies and procedures related to personnel.

Helpful Hints
SMT School-based Budget Training

In addition to the budget training required in the regulations, it is recommended that the district provide training in the following areas for completion of budget work papers:

1. Understanding the role of needs assessment in establishing budget priorities for completing budget development;
2. Using tools such as current and previous year school-level expenditure reports and historical spending patterns for budget development;
3. Model requirements as they affect budget development;
4. Reviewing staffing patterns including current and proposed (based on model requirements), history on vacancies, retirements and determination of full-time employees (FTEs);
5. Understanding contract-related issues such as preparation period requirements and proposed increases;
6. Understanding mandated costs (e.g., bilingual and special education);
7. Determining unit costs per pupil for items such as instructional and library supplies, and textbooks;
8. Incorporating professional development costs – substitutes, stipends, travel, materials and consultants;
9. Including other required model costs such as professional assistance, instructional materials and equipment;
10. Calculating costs of field trips, assemblies and extracurricular programs;
11. Understanding and implementing reallocations of resources including blending of funds;
12. Understanding the need for and using empirical data to support expenditure requests such as particularized needs; and
13. Translating the school-based operating budget into the WSR section of the district's budget statement.

- The CSA shall notify the SRI team in writing when an SMT member has attended a training program that satisfies the training requirement and shall remove an SMT member who does not fulfill the training requirement. Any member so removed may appeal by filing a petition with the Commissioner. The CSA shall notify the SRI team, in writing, when SMT members have been removed pursuant to this provision.

Helpful Hints
Training of SMT Members

It is recommended that the professional development program for SMT members be continuous, focused on student achievement of the CCCS, and based on ongoing professional renewal, thereby strengthening the knowledge base on effective practices and subject matter for teachers and administrators.

Other possible topics the SMTs may want to consider include:

1. Decision-making/ problem-solving;
2. assessment of CCCS implementation and alignment;
3. collecting and assessing data, including analysis of the school's test results on ESPA, GEPA and/or HSPA;
4. program assessment and evaluation;
5. facility planning;
6. addressing school climate; and
7. planning and implementing school improvement activities and related action plans.

For introductory training to be effective, it is recommended that it be of sufficient length and that it focus on the basic structure and systems of the SMT as required in the regulations. Further training in the areas listed above would also be helpful to enable the SMT to carry out important responsibilities. In all cases, the training should include participatory, hands-on learning activities in each area. The district's central office, with its expertise in the various areas, plays a critical role in this training.

Training in personnel and school-based budgeting should be provided for SMTs that have voted to accept responsibilities in these areas. However, it is recommended that every SMT receive some training in these areas before deciding to retain or delegate these responsibilities.

F. SMT MEETINGS

The regulations state the following regarding the governance of the SMT:

- The number of meetings, dates, locations and times shall be decided by a majority vote of the SMT members with a goal of maximizing attendance of members.

- The SMT shall make all reasonable efforts to notify the community of meeting dates, locations and times. The meetings shall be accessible to the public.

- An SMT may not hold a meeting unless a majority of the SMT members is present.

Helpful Hints
SMT Meetings

The following hints, while not required, may be helpful to the SMT and school community:

- Meetings should focus on the instructional program.
- The SMT should consider meeting at least once per month.
- Whenever possible, provide an agenda in advance to all participants; in cases where this is not possible, use a blackboard or flipchart to print the agenda.
- Make sure the objectives of the meeting are reflected in any agenda. Try to be as specific as possible when thinking through your objectives.
- Budget time for each agenda item and stick to the designated schedule as much as possible. Time periods for each agenda item should be based on what you want to accomplish.
- Start a meeting as close to the designated starting time as possible.
- Make sure everyone is properly introduced: give name, constituent group and reason for being there.
- Begin each meeting by giving out the agenda. Make clear statements about what you want to accomplish (the objectives) in the meeting.
- Make sure someone takes notes. Notes need not be word for word. Capturing the key areas of discussion, recommendations and decisions on paper is desirable and should be evident in any follow-up information that is disseminated.
- Have a recorder use a flip chart to record key points and activities such as brainstorming results. Save these pages as a record or reminder of progress. You can repost the chart pages at subsequent meetings or have the pages typed and distributed.
- Call attention to unfinished business from previous meetings, even if it is to suggest that the item is to remain tabled for a later meeting.
- When giving assignments to individuals or work groups, make sure each assignment is clear. Be clear about the objectives and time frames for completion of the assignment.

Helpful Hints
SMT Meetings *(continued)*

- Check the status of the completion of given assignments prior to the time when reports are presented to the team. Give recognition to assignments well done. If there is a problem, never completely discard what has been done. Encourage members to suggest modifications that strengthen what has been presented.
- Periodically, cite progress to the team and its committees by giving status reports. Status reports should also include discussion of upcoming significant tasks.
- Copies of the agendas, follow-up notes, and/or minutes should be made available to the school community.
- For standard meeting procedures, consult the reference text, *Roberts Rules of Order*.

G. WORK GROUPS

Each SMT shall establish work groups (subcommittees), as needed, to address the various areas of SMT responsibility (such as curriculum, staff, and personnel). These work groups should include SMT members and non-SMT members to maximize participation by non-SMT members. Each work-group should reflect all constituent groups and stakeholders represented on the SMT. Work-group membership should be drawn from the entire school community to utilize the talents, abilities and interests of all individuals effectively. Figures C and D on the next two pages provide examples of process maps for WSR and the SMT work-group configurations for elementary schools and secondary schools, although such decisions are the responsibility of the SMT.

Sample School Management Team Structure
Whole School Reform Process Map

Areas included in the main circle are matters that would likely be addressed by the SMT as a whole. Topics listed in the 6 outer circles are matters that would likely be addressed by work groups, which would then report back to the SMT for review and approval. The boxes below the circle represent the other key players in the process who need to interact and work in a collaborative manner.

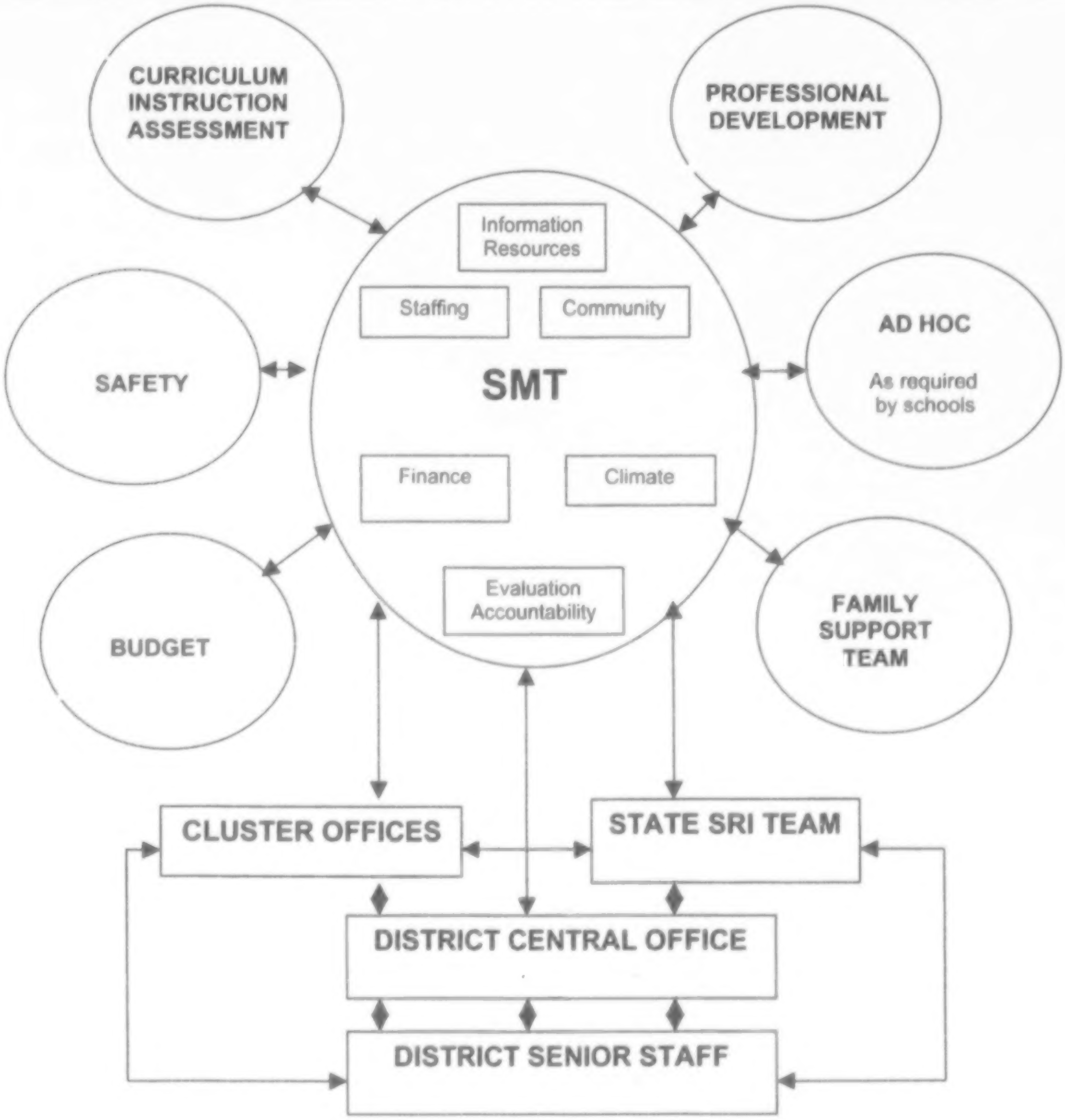

CURRICULUM
INSTRUCTION
ASSESSMENT
PROFESSIONAL
DEVELOPMENT
Information
Resources
Staffing
Community
SAFETY
SMT
AD HOC
As required
by schools
Finance
Climate
Evaluation
Accountability
BUDGET
FAMILY
SUPPORT
TEAM
CLUSTER OFFICES
STATE SRI TEAM
DISTRICT CENTRAL OFFICE
DISTRICT SENIOR STAFF

Figure C

Sample School Management Team Structure
Middle and High School SMT Work Group Structure

The areas included in work groups for secondary schools are expanded to include the required programs in secondary schools. The committee listed in each box represents a work group that reports back to the SMT.

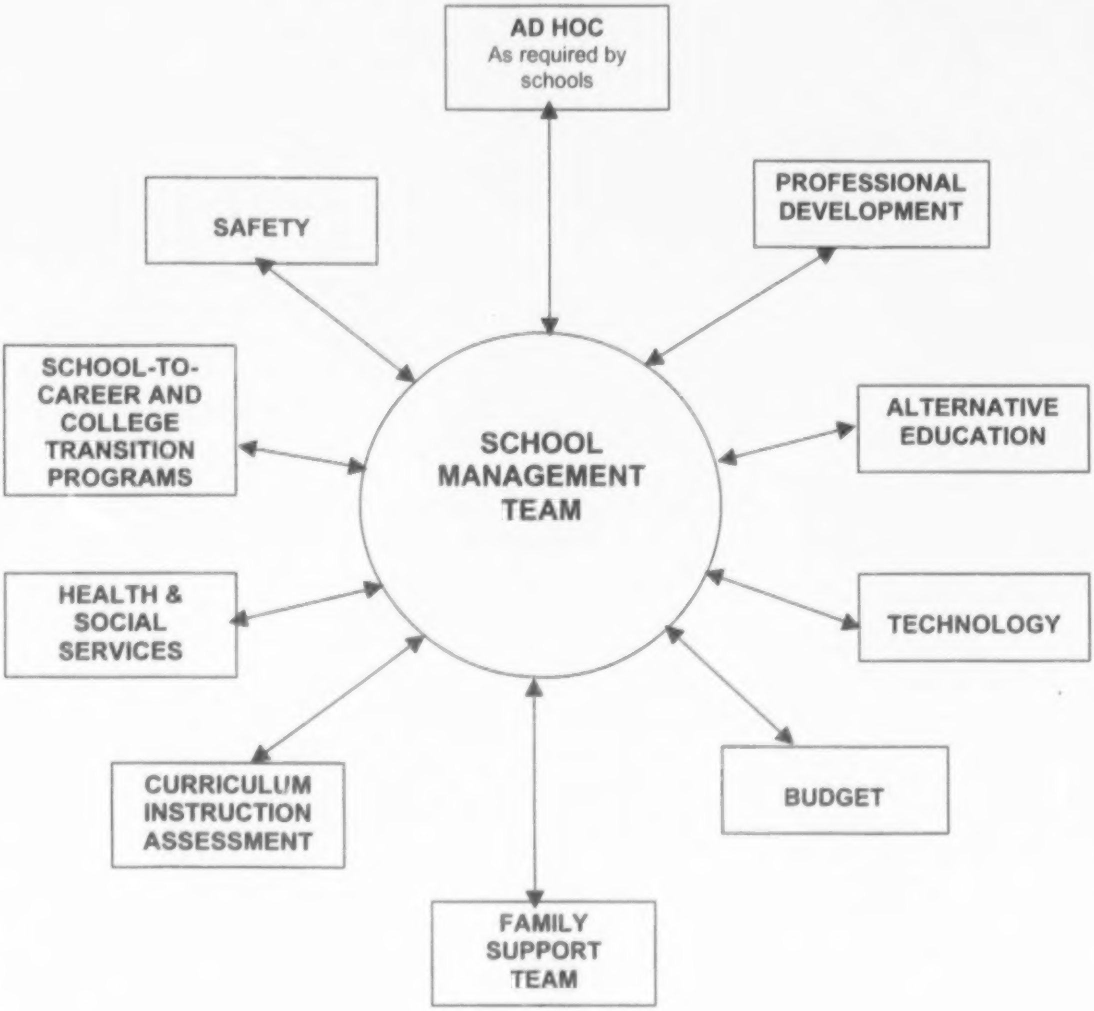

AD HOC
As required by schools
SAFETY
PROFESSIONAL DEVELOPMENT
SCHOOL-TO-CAREER AND COLLEGE TRANSITION PROGRAMS
SCHOOL MANAGEMENT TEAM
ALTERNATIVE EDUCATION
HEALTH & SOCIAL SERVICES
TECHNOLOGY
CURRICULUM INSTRUCTION ASSESSMENT
BUDGET
FAMILY SUPPORT TEAM

Figure D

H. TECHNICAL ASSISTANCE

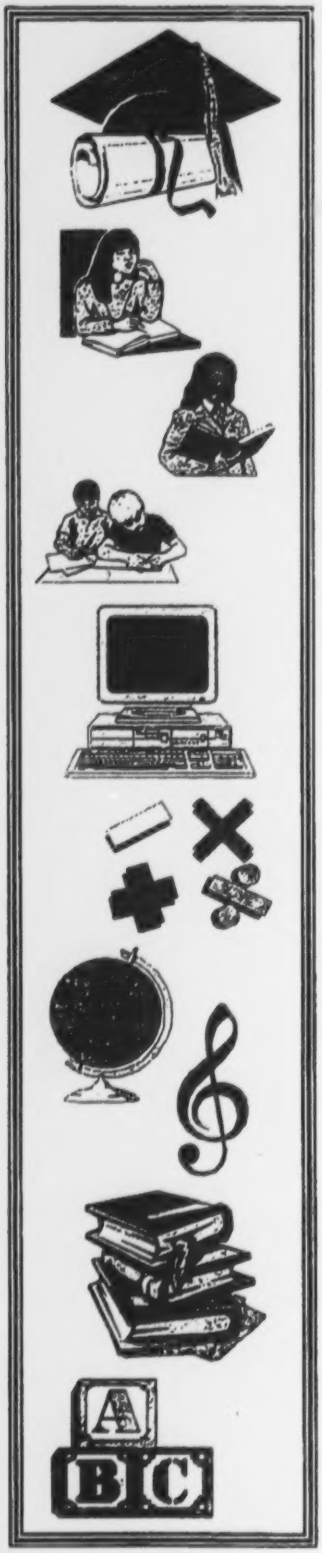
One mechanism for central office support and assistance that districts have used in the past that has proven to be effective is a district steering committee. It is, therefore, recommended as a possible approach. The purpose of a steering committee is to assist SMTs in the implementation of school improvement. Successful change in schools occurs with continuous support from the district, including involving specialists from all areas (e.g., Special Education, Specialized Populations, School-to-Career and College, Health and Social Services, etc.) in the planning process. The following characteristics are essential in providing for successful systemic change:

- The district, school and developer working together;
- The alignment of the CCCS from the district to school level;
- Cohesive interrelationships of all main components of the system;
- A professional development program that supports the initiative;
- A mechanism to institutionalize the innovations;
- Articulation across grades and school feeder patterns; and
- An effective communications system.

It is expected that the WSR developers will be an ongoing source of technical assistance. This should include working with individual schools, groups of schools within the district and with the district's central office staff. Developer collaboration with mandated program personnel will help ensure articulation between the model and requirements in code and law. In working with each level in the district, the developer can help leverage the district's collective expertise in support of WSR.

The DOE, through its various offices (including the SRI teams of the PIRCs and the county offices), provides technical assistance to schools in implementing WSR and supporting student attainment of the CCCS. Section II of this manual outlines the role of the Program Improvement Regional Centers (PIRCs). Additionally, each PIRC has SRI staff assigned to WSR models currently being implemented. For technical assistance on a particular model, schools should contact the PIRC in their region (see Section XI of this guide for regional locations). School and district personnel should also utilize the department's website and should actively network with other schools, both within and outside of their district, to obtain information and share ideas.

WSR networks have been established in New Jersey for Abbott schools and districts. The networks are a collaborative effort of the DOE, WSR developers, and Abbott districts and schools. The networks provide essential opportunities for cross-district problem-solving and ongoing professional development. Networks meet regularly and welcome participation of interested schools (see Section XI of this guide for contact information).



Section V

Becoming A Whole School Reform School

SECTION V. BECOMING A WSR SCHOOL

This section of the *Guide for Implementing Urban Education Reform in Abbott Districts*:

- Describes the steps in selecting a WSR model;
- Describes the process for whole school alternative program design selection;
- Suggests areas of consideration in selecting a WSR model;
- Outlines the alignment of WSR, bilingual education and special education; and
- Describes the role of the district in WSR.

Regulations Related to Section V
***N.J.A.C.* 6A:24**

1.2 - Definitions
1.4 - Responsibilities of Local Districts
2.2 - Responsibilities of SMTs
4.1 - Implementation of WSR Model
4.2 - Whole School Alternative Program Design
4.3 - Submission of WSR Implementation Plan
4.4 - School-Based Budgets
4.5 – WSR Implementation Issues

A. ADOPTION OF A WSR MODEL

1. All Abbott schools must implement a whole school reform (WSR) model or alternative program design to meet the requirements pursuant to *N.J.A.C.* 6A:24.

2. To be an approved whole school reform (WSR) model developer, WSR model developers must align all instructional materials and all instructional processes in the model with the New Jersey Core Curriculum Content Standards. The department shall provide an analysis of that alignment for use by schools implementing the model.

3. Any new elementary school and any secondary school that is not a WSR school may apply to implement a Whole School Alternative Program Design, rather than select an established WSR model. (See subsection E regarding alternative program design.)

4. Any elementary or secondary school that opens after July 1, 2000 shall, within 90 days, consult with the department to develop a plan for submitting an application to participate in the implementation of WSR.

5. An intervention team shall be assigned to work with any secondary school that has not selected a WSR model or alternative program design by January 30, 2001. The team will:
   - identify barriers which are affecting the school's ability to implement comprehensive school reform; and
   - make recommendations for corrective action.

6. Based on the team's recommendations, the Commissioner may direct the following actions to occur at the school site:
   - Restructuring of curriculum and all school-based services and programs;
   - Redirection of all building allocations and expenditures to support comprehensive school reform which will result in student attainment of the CCCS;
   - Assessment of the roles and responsibilities of all school personnel;
   - Reallocation of staff, including reallocation to other schools in the district, to support school reform; and
   - Development and implementation of a comprehensive professional development plan for all staff, which will ensure increased student achievement as demonstrated by the results of the state assessments and other assessment tools.

B. IMPLEMENTATION OF A WSR MODEL

1. All schools that are WSR schools shall continue to implement the WSR model selected, except as provided in *N.J.A.C.* 6A:24-4.5.

2. The nine elements of WSR shall be addressed in a WSR model adopted by a school in an Abbott district. The nine elements are described in Sections III, V, VIII, and IX of this guide and include:

   a) Improved Student Performance
   b) Research-based Program
   c) School-based Leadership and Decision-making
   d) Integration and Alignment of School Functions
   e) Educational Technology
   f) Professional Development
   g) Safe School Environment Conducive to Learning
   h) Student and Family Services/Coordination of Resources
   i) Reward System

3. The regulations outline additional requirements that must be met in selecting and implementing a WSR model **in secondary schools** (see Glossary in section XI for definition of secondary schools):

By January 30, 2001, all secondary schools shall submit to the department an application for implementation of whole school reform for the 2001-2002 school year. The application must be for:

1. a research-based WSR model; or
2. a whole school alternative program design.

A high school shall identify its assessed needs and consider its unique characteristics by incorporating an effective combination of the following research-based strategies for high schools:

- Create small learning communities so that schools are organized into small units of students and use a variety of instructional strategies that engage students and accommodate individual learning styles;
- Utilize flexible time for teaching and learning so that schools may organize the day, week and month to lengthen blocks of instructional time;
- Develop instructional content so that schools are able to structure learning around careers and student interest and link out-of-school experiences to classroom instruction;
- Develop student assessment so that schools assess student progress by what they are capable of doing and use rich assessments that include portfolios, performance tasks and examples of student accomplishments to measure progress in meeting HSPA and other state assessments;
- Establish community partnerships so that schools work collaboratively with parents, community and business for the purpose of enabling students to achieve the Core Curriculum Content Standards; and
- Establish partnerships with institutions of higher education so that the schools establish an articulation agreement with institutions of higher education to implement a WSR model, or the whole school alternative program design.

C. PROCESS FOR SELECTION OF A WSR MODEL

To APPLY as a WSR school, the regulations state:

1. The DOE shall provide application forms, including instructions and timelines.

2. To implement an approved model, a school shall have the agreement of the developer.

3. A separate application is required for each school.

4. The school principal and staff shall make an informed choice to use the WSR model.

5. The district administration and school staff must agree to fully implement the model within three years and maintain implementation of the model thereafter.

6. All requirements of the developer shall be addressed.

7. An agreement shall be signed by the district, the school and the developer to implement the model in accordance with the developer's and the DOE's requirements.

8. There shall be a clear commitment by the district administration, school staff, parents and community to faithful replication of the model selected.

9. Extensive professional development shall be implemented according to the requirements of the developer and the DOE.

10. The district shall allocate the necessary resources to implement the model, and the school shall use the allocated resources for this purpose.

11. The school shall integrate all local, state and federal resources into the funding of the WSR implementation plan.

12. The school shall restructure all existing programs to focus on the WSR model being implemented.

13. A plan shall be in place to continue to reduce class size by September 2002 to 1:21 for grades K-3, 1:23 for grades 4-8 and 1:24 for grades 9-12. The plan shall also include an aide in kindergarten.

Upon selection of a model, incorporate the required programs for secondary schools into that model pursuant to 6A:24-6.1.

D. CONSIDERATIONS IN SELECTING A WSR MODEL

The following section lists several areas to consider in the selection of a WSR model. The reason for selecting a particular model should be tied to critical needs specific to the school. Selection should be based on those areas of strength and need that the school has identified. This should include a review of the status of the school's current educational reforms, educational programs and services and relevant student information (disaggregated by subgroups, e.g. racial/ethnic, grade and gender).

Helpful Hints
Considerations in Reviewing Current Status

It is recommended that schools consider these questions as they determine their critical needs:

1. Have we determined what students should know and be able to do upon exit from school – what students need to know, at various grade levels, in order to make progress towards defined exit results and how students are progressing?
2. Have we identified and collected necessary empirical data to determine how students are progressing on the identified areas?
3. Have we established the "standard" for proficiency or other desired result (e.g., passing score and the percentage of students attaining this standard or minimum average daily attendance (90%) and the percentage of students achieving that rate for the year)?
4. Have we utilized existing empirical data and gathered additional needed data, such as:

a. assessment of student knowledge (e.g., disaggregated results on state tests, standardized achievement tests, district criterion-referenced tests, and performance-based assessments);
b. other aspects of student attainment (e.g., promotions, advanced placement course enrollment, course completions); student participation and behavior (e.g., attendance, dropout rate); and
c. postsecondary plans and decisions of students (e.g. college attendance, employment information)?

5. Have we analyzed the data to determine the next steps required for school improvement?

Helpful Hints
Avoiding Pitfalls in the Selection Process

The most effective model will not work if it is imposed rather than selected by those who need to understand and implement the model. Therefore, consider the following to minimize pitfalls:

- Avoid forcing a match with a specific design, instead of allowing a school to select the model freely;
- Ensure that the school fully understands the model. Providing some guiding questions will be useful to the school;
- Avoid unnecessary staff turnover whenever possible;
- Ensure that the district's goals and objectives are aligned with and support WSR model selection and implementation; and
- Ensure that there is central office support for WSR model implementation that is backed up with actions that demonstrate this support.

Schools should fully utilize all available resources, including district staff expertise, staff development and support personnel, SRI team members (PIRC staff), and other DOE staff, in reviewing models and making a selection. Although the ultimate selection of a model rests with the school and SMT, the process leading to that selection needs to include all of these groups, as well as any other individual or group that has relevant expertise and can make a significant contribution to ensuring the best possible selection. Also key to model selection is to take into consideration other district/school initiatives for assessment and action planning. Consider how and if the model will restructure and integrate school-wide projects and other successful programs to focus on the WSR model being implemented.

Helpful Hints
The Matching Process

The New American Schools (NAS) is a nonprofit, nonpartisan organization that was founded in 1991 by business leaders who wanted to invest in improving the quality of public education. New American Schools is dedicated to assisting and supporting innovative, successful schools by implementing research-based, comprehensive school designs. New American Schools emphasizes the importance of the matching process in ensuring successful model implementation. To ensure an effective match, the school should consider the following during its research:

- Consistency of the model with the school's vision, needs, goals and objectives.
- District-level assistance requirements and responsibilities for model implementation (e.g., provision of a district coach);
- Major changes required in the school's philosophy, teaching methods, and assessment strategies, as well as faculty willingness to support these changes;
- Consistency of the model requirements with the school's plans for upgrading the teaching and learning program for the school;
- Consistency of the model's instructional materials with the district's adopted/approved texts;
- Model requirements for professional development along with faculty willingness to participate;
- Integration of model governance structures with mandated Abbott code requirements;
- Alignment of the model's student performance standards and curricula with state CCCS and local curricula;
- Model design match with the nine elements of WSR required in New Jersey; and
- Elimination of existing programs and strategies that are inconsistent with the model design.

In order to implement one of the approved models, a school must have an agreement with a developer for the next school year. The developer, in coming to that agreement with the school, is attesting to the fact that the school is ready to move ahead. However, before the school is ready to enter into this agreement, certain conditions must be met to ensure a successful outcome.

1. The school principal and all instructional and support staff shall make an informed choice to use the WSR model. Successful implementation will depend upon "buy-in" of all who must effectively implement the model. All staff, not solely the SMT, must

be well informed about the models being considered. Therefore, the choice of the model must be based on a thorough understanding of what will be required of the staff as they implement each phase. The parents, as members of the school community, should be part of these explorations.

2. The school shall demonstrate that the staff is committed to the model. Additionally, the school staff shall have meaningful involvement in decision -making, development and implementation of the model. The school shall provide evidence that support is based on consensus or having the required percentage approval vote for the model by school staff. The school must document and record the voting process that will become part of the school's application to participate in WSR.

3. There shall be a clear commitment by the district administration, school staff, parents and community to faithful replication of the model selected. The central office should clearly outline how it will assist the school with the faithful replication of the selected model.

4. The district shall allocate the necessary resources to implement the model, and the school shall use the allocated resources for this purpose. Both the district and the school will commit resources to the implementation of WSR. Since WSR will be the focus of the school's efforts, fiscal and human resources should be reallocated to the school's WSR initiative.

5. The school shall restructure all existing programs to focus on the chosen WSR model. For instance, the school's reading specialist may become the school's facilitator; basic skills staff may become tutors as may some of the school's other specialists. In many districts, central office staff and resources have already been reallocated to the school level. The district may provide part of the funds for the professional development required. WSR is not an add-on to the school's existing programs but a replacement of them. Hence all resources must support the adopted model.

E. WHOLE SCHOOL ALTERNATIVE PROGRAM DESIGN

According to *N.J.A.C* 6A:24-4.2 " Any new school that is not a WSR school may apply to implement a Whole School Alternative Program Design, rather than select an established WSR model. (The alternative program design application can be found at the end of this section.) The school shall submit an application to the Commissioner that demonstrates the following:

1. There is substantial evidence of high student achievement in that school for at least the last three years;
2. The Whole School Alternative Program Design addresses the elements of whole school reform set forth in N.J.A.C. 6A:24-4 by meeting each of the Whole School Alternative Program Design criteria set forth in this subsection; and
3. The school has informed the district of the school's commitment to implement a whole school alternative program design, and the district has demonstrated its commitment to support the school and its implementation of the program design.

> The school may continue to implement the Alternative Program Design as long as there is evidence of progress toward achievement of the Core Curriculum Content Standards."

Eligible secondary schools shall submit an application to the DOE by January 30, 2001 for the 2001-2002 school year. The department shall develop a rigorous process, involving outside experts, to review applications for approval to implement a Whole School Alternative Program Design. A school shall be notified of the department's decision by May 2001. A school whose application is not approved shall select a department-approved WSR model pursuant to *N.J.A.C.* 6A:24-4.2.

According to *N.J.A.C.* 6A:24-4.2 (c) An application for approval to implement a Whole School Alternative Program Design shall include the following:

1. A Needs Assessment: Each school shall conduct a needs assessment that is based on the elements of Whole School Reform set forth in *N.J.A.C.* 6A:24, and on student achievement of the Core Curriculum Content Standards. The needs assessment shall describe which elements of whole school reform currently exist, which ones are missing, and how the missing components will be addressed. The needs assessment shall include:
   a) The academic needs of students;
   b) The health and social needs of students;
   c) The availability, current capacity and needs of community resources;
   d) The curricular, instructional (regular and specialized), programmatic, and staffing needs of the school in the Core Curriculum Content Standards, including visual and performing arts, comprehensive health/physical education, language arts literacy, mathematics, science, social studies and world languages;
   e) The professional development needs of the teachers;
   f) The facilities needs; and
   g) An estimate of the resources necessary at the school level to fund the design.

2. Effective Research-Based Methods and Strategies: There shall be reliable research supporting the key components of a design and evidence of effective practices, including evidence that the program has worked successfully in the applicant school and/or in other schools with similar characteristics. The design shall identify the research that supports each of its key components.

3. A Comprehensive Program Design: The design shall:
   a) Align and coordinate all instructional programs to the Core Curriculum Content Standards;
   b) Address educational needs of children with limited English proficiency, children with disabilities and early childhood education programs;
   c) Address student needs during the instructional day and include strategies for early intervention for those students who are not making progress (for example, ongoing assessment of student achievement);

d) Address summer and after-school supplemental programs where needed, through the application for particularized need established in *N.J.A.C.* 6A:24-5.1;
e) Integrate educational technology into all aspects of curriculum and instruction to support achievement of the Core Curriculum Content Standards as set forth *N.J.A.C.* 6A:24-4.1;
f) Ensure that there shall be sufficient management and support personnel to facilitate planning and operating of all instructional programs; and
g) Be comprehensive and shall incorporate a common vision and mission for the school and include the integration of effective programs and strategies.

4. Emphasis on Reading Literacy: The design shall include an intensive reading literacy component. The design shall be based upon national models to ensure that every elementary student will be reading at grade level by the end of the third grade and that every secondary student is expected to meet state standards in Language Arts Literacy as determined by the GEPA and HSPA.

5. Class Size Reduction: The design shall reduce class size in grades K-3 to 21 children and in grades 4-8 to 23 children and in grades 9-12 to 24 children or demonstrate a program of smaller class sizes geared to more effective learning, including class-size reduction in reading.

6. Faculty Buy-In and Support Within the School: The school shall demonstrate that the school staff is committed to the design. Additionally, the school staff shall have meaningful involvement in decision making, development and implementation of the design. The school shall provide evidence that support is based on consensus or on an 80 percent approval vote by school staff.

7. Parental Involvement: The design shall provide for meaningful parental involvement in decision-making, including participation on the SMT, instructional program, and implementation of the design.

7. An Instructional Facilitator: A teaching staff member shall be designated to ensure that all the elements of the design are properly implemented and coordinated.

9. Professional Development: The design shall provide high-quality and continuous staff professional development and training and shall comport with current continuing education regulations. Teachers shall be provided with the knowledge and resources necessary to implement the design including inservice training and support in the form of facilitation and peer assistance. Professional development shall be designed to help teachers assist students in achieving and sustaining significantly higher levels of proficiency.

10. Goals, Benchmarks, Evaluation and Accountability: Student performance shall be tied to the Core Curriculum Content Standards and the state's proficiency tests. The design shall establish interim benchmarks and assessment mechanisms to

achieve the goals. A continuous evaluation mechanism and an accountability system shall be developed as part of the design.

11. Coordination and Referral of Resources in the Community: There shall be a mechanism in place to ensure effective utilization, referral and coordination of school and community resources, including federal, state and local, as well as KidCare and Medicaid, to address problems faced by the child and to maximize the child's opportunity to learn. This shall include a school-based family support team trained to meet health, nutritional and social services needs of the child.

12. Adequate Facilities: The district's long-range facilities plan shall demonstrate adequate facilities to ensure the successful implementation of the design. There shall be facilities sufficient for the delivery of art, special education, music, science and world languages consistent with the approved curriculum and instruction.

13. School-based Budgeting: The design shall require the use of school-based budgeting to ensure that an analysis of the entire school budget is conducted to allocate funds sufficient to support the school curriculum based on the Core Curriculum Content Standards and all required and needed secondary programs.

14. A Safe and Secure Learning Environment: The design shall ensure that sufficient security is provided to the school so that a safe and secure environment shall be provided for learning. The district's student code of conduct shall be implemented as part of the design.

15. Articulation Among Whole School Reform Programs and Schools: The school's design shall address the need for articulation within the school, among the school and other schools in the district, along with the central office.

16. School-Based Leadership: A School Management Team shall be established and function in each school in accordance with *N.J.A.C.* 6A:24-2.

16. Required Programs in Secondary Schools: Each secondary school shall identify how it integrates the required programs in secondary schools pursuant to *N.J.A.C.* 6A:24-6.1.

Applications for a Whole School Alternative Program Design will be read by a review team consisting of DOE departmental staff and external specialists. The team will review the applications to identify those schools that meet the eligibility criteria for implementing a Whole School Alternative Program Design. Applications will be reviewed for the following requirements:

- evidence of high student achievement for at least the last three years;
- extent to which the design addresses the elements of whole school reform set forth in N.J.A.C. 6A:24-4 by meeting each of the whole school alternative program design criteria set forth in N.J.A.C. 6A:24-4.2; and
- commitment of the school and district to the design.

Based on the review of the applications, schools that do not meet the three-year achievement standards will be notified that they are not eligible and must select a department-approved Whole School Reform model. Schools that meet the three-year achievement standards will receive a site visit to verify and confirm the information presented in the applications. Schools will be approved for a Whole School Alternative Program Design if the review team confirms the existence of the required elements.

F. INTEGRATING MANDATED PROGRAMS SUCH AS BILINGUAL/ESL and SPECIAL EDUCATION WITH WSR

The school's WSR model and plan must align and coordinate all parts of the instructional and educational programs (including regular education, special education, and bilingual education), as well as the related supplemental programs, to the CCCS. The program must be comprehensive and incorporate a common vision and mission for the school and include the integration of effective programs and strategies for all students and programs. This includes addressing the educational needs of children with limited English proficiency, children with disabilities and children in early childhood education programs. It's important to remember that WSR ***does not*** supplant the Bilingual and Special Education Administrative Code. It is further emphasized that these programs are, and must be, maintained and supported as developmental, not supplemental or remedial.

The purpose of the Bilingual Education Act of 1974 (*N.J.S.A.* 18A.35-15 *et seq.*) is to ensure that all limited English proficient (LEP) students receive a free, appropriate public education. Bilingual education means a full-time program of instruction in all courses and/or subjects given in English *and* the native language of the LEP students. All students in bilingual education programs are required to receive English as a Second Language (ESL) instruction appropriate to their level of functioning. To qualify for state categorical aid, districts must submit a program plan describing how they will provide Bilingual Education, English as a Second Language, and English Language Services to all qualified students. Services provided to LEP students must be in accordance with the provisions of law and code.

It is equally critical for the school plan to fully provide for meeting the needs of students with disabilities. The Individuals with Disabilities Education Act Amendment of 1997 (IDEA) (20 USC 1401 et seq.) authorizes a number of provisions designed to promote participation of students with disabilities in the general education curriculum within general education programs. The intent of these provisions is to improve program effectiveness and educational results for students with disabilities.

To this end, special education programs and services should be coordinated with all local school district improvement efforts. School districts included in New Jersey's whole school reform initiative should involve special education personnel in the process of selecting a WSR model and related professional development activities. Similarly, students with disabilities should be an integral consideration in all aspects of WSR program planning and implementation.

The extent of an individual student's involvement in a whole school reform program should be determined by the mandated participants developing the student's Individualized Education Program (IEP). Program modifications and supplementary aids and services that can facilitate the student's participation in a specific WSR model should be considered during the IEP development and specified in the IEP, if needed.

G. WSR AND THE CENTRAL OFFICE

For WSR to be effective, it must be a tightly woven system where all efforts are integrated and aligned and are headed in the same direction. Fragmentation and the continuation of divergent programs are not acceptable. Therefore, it is the responsibility of the district central office to ensure that schools are led by effective principals and that the SMTs are operating properly. SMTs may require assistance from the central office in thinking through how current program resources can be reallocated to support the comprehensive model they have chosen. See Section III regarding these responsibilities.

New Jersey Department of Education

Division of Student Services

APPLICATION
FOR
WHOLE SCHOOL ALTERNATIVE PROGRAM DESIGN
2001-2002

INSTRUCTIONS AND FORMS

Due Date: January 30, 2001

Section I: INSTRUCTIONS

INTRODUCTION

The implementation of Whole School Reform (WSR) was recommended by the Department of Education (DOE) in *A Study of Supplemental Programs and Recommendations for the Abbott Districts* (November 1997) presented to the New Jersey Supreme Court. The Court in its May 21, 1998 *Abbott v. Burke* decision directed "that the State require the Abbott districts to adopt some version of a proven, effective whole school reform design with Success for All/Roots and Wings as the presumptive elementary school model." In addition, the Court's decision allows elementary and secondary schools in the Abbott districts to select from among approved WSR models. The regulations allow elementary and secondary schools to implement a Whole School Alternative Program Design rather than select an established WSR model if these schools can document three years of significant student achievement. The code also requires that each elementary school meet 16 elements and each secondary school meet 17 elements pursuant to *N.J.A.C.* 6A:24-4.2 to have its locally developed ("home-grown") design approved. Schools that select a model other than a prescribed WSR model must justify their selection. Schools deemed eligible by the DOE may consider a Whole School Alternative Program Design.

Schools in the Abbott districts are invited to complete this application for a Whole School Alternative Program Design. Through this process, schools have the opportunity to submit their homegrown program to the DOE for consideration as a Whole School Alternative Program Design. The homegrown design that schools describe in this application should be in place and currently demonstrating success in the schools. Applicants should provide appropriate information that demonstrates what currently exists in their schools and how their homegrown program meets the requirements for being considered a Whole School Alternative Program Design. If elements of a Whole School Alternative Program Design are missing from the school's program, these elements should be identified with an explanation indicating how these missing elements will be addressed.

The DOE is committed to the implementation of WSR to ensure a thorough and efficient education for children in the Abbott districts.

REVIEW PROCESS

A review team of DOE staff and external specialists will review the submitted applications to identify those schools that meet the eligibility criteria for implementing a Whole School Alternative Program Design. A school whose application is not approved shall select a department-approved WSR model.

APPLICATION SUBMISSION

Schools applying for a Whole School Alternative Program Design should submit their application on or before **Tuesday, January 30, 2001.** The forms (i.e., *Cover Page, Student Achievement, and Establishing Eligibility for a Whole School Alternative Program Design*) for submitting the application are found in Section II (pgs. 20-39) of this document.

Each school must submit the original and three copies of the application for a Whole School Alternative Program Design to the Director, Office of Program Review and Improvement. In addition, one copy should be submitted to the County Superintendent's office **and** the appropriate PIRC noted on the following chart.

OFFICE	# of Copies	OFFICE	# of Copies
Orlando Castro, Director, NJ Department of Education Office of Program Review and Improvement P.O. Box 500 Trenton, New Jersey 08625-0500	Original and 3 copies	Joan Tomlin, Program Manager PIRC-**Central** 1090 King Georges Post Road, Bldg. 9 Edison, NJ 08837	2 copies
Eunice Couselo, Acting Program Manager PIRC-**North** 240 So. Harrison Street East Orange, New Jersey 07018	2 copies	Donna Snyder, Program Manager PIRC-**South** 1492 Tanyard Road Sewell, NJ 08080	2 copies
Your County Superintendent's Office	1 copy		

INSTRUCTIONS

A. Whole School Alternative Program Design

Schools that meet the criteria pursuant to *N.J.A.C.*6A:24-4.2 must complete and submit this application as specified in the INSTRUCTIONS. Appropriate forms are contained in Section II of this application. Requirements for completing these forms are as follows:

1. Cover Page: Submit the completed cover page.
2. Student Achievement: Submit the requested data to show student achievement for at least three years of student test results.

For items 3 – 5, provide a narrative or chart that fully addresses each area. Attach additional pages as needed. The purpose of this section is to:

- describe the design in sufficient detail;
- explain how long the design has been in place; and
- describe how it has contributed to the success of the school.

In addition in this section, the following areas are described:

- core components of the cchool's program design
- alignment with the Core Curriculum Content Standards (CCCS)
- commitment and support

3. Core Components of the School's Program Design: Identify and describe the core components of the school's program. Examples of program components can be found in national WSR models. For example, the essential components of The Comer School Development Program include the School Planning and Management Team, the Student and Staff Support Team, and a Parental Involvement Team. Another example of essential program components can be found in the Talent Development High School. Components of this model include a common core curriculum, learning environment, career focus of schoolwork, human learning community, opportunities for academic success, addressing attendance, extra help, recognition for improvement, recovery methods, and help with personal problems. The core components should be identifiable in the school.

4. Alignment with the Core Curriculum Content Standards: Provide evidence indicating the status of the school in aligning the program and content areas with the NJ Core Curriculum Content Standards in the following areas: visual and performing arts, comprehensive health and physical education, language arts/literacy, mathematics, science, social studies, world languages, and workplace readiness standards. For example, a chart format may be useful.

5. Commitment and Support: In order for Whole School Reform to succeed, support and participation are needed of those who must carry it out and are affected by it.
   a. Pursuant to *N.J.A.C.* 6A:24-4.2, implementation of a program design requires consensus or an 80 percent approval vote by school staff. If a vote was not taken to confirm support for the program design, indicate when this will happen. Describe and document the process that was used to establish the proposed program as the design of choice for the school. Include examples of meetings, workshops, etc. when the design was discussed.
   b. Describe how the district supports the implementation of the proposed whole school alternative program design. Examples of support from the district might include support in compiling and analyzing student achievement data, fiscal data, etc. that enable schools to make informed decisions about the unique characteristics and needs of the school, or provide funds to support school-based professional development focused on teaching strategies specific to the design.

6. Establishing Eligibility for a Whole School Alternative Program Design: To establish eligibility, it is important that the school describe how its program design addresses the essential elements for the Whole School Alternative Program Design. Each element should be addressed completely. Describe what currently exists, what is missing and how the missing elements will be addressed. In addition, a high school should address how it has incorporated or plans to incorporate an effective combination of research-based strategies. A chart format has been provided for your use. However, the school may choose its own format for presenting the same information.

APPLICATION

FOR

WHOLE SCHOOL ALTERNATIVE PROGRAM DESIGN

2001-2002

New Jersey Department of Education

Whole School Alternative Program Design

Fiscal Year 2001-2002

1. COVER PAGE

DATE:	GRADE LEVELS REPRESENTED: ___ - ___
DISTRICT:	TOTAL SCHOOL POPULATION:
SCHOOL:	REGION: ___North ___Central ___South
SCHOOL ADDRESS 1:	
SCHOOL ADDRESS 2:	
SCHOOL PRINCIPAL:	
PRINCIPAL PHONE:	
PRINCIPAL FAX:	
PRINCIPAL E-MAIL:	
DISTRICT CONTACT NAME and PHONE#:	

ASSURANCES AND CERTIFICATION

This certification should be signed and dated by the School Principal, the Chairperson of the School Management Team, and the Chief School Administrator.

Pursuant to ***N.J.A.C.* 6A:24-4.2** the applicant hereby assures that the school is committed to the implementation of the design. In addition, the school staff had a meaningful involvement in the adoption, development and implementation of the design.

Typed Name of School Principal	Signature of School Principal	Date
Typed Name of Chairperson, SMT	Signature of Chairperson, SMT	Date
Typed Name of Chief School Administrator	Signature of Chief School Administrator	Date

Submit the correct number of requested copies of the Whole School Alternative Program Design on or before: **January 30, 2001**

2.1 STUDENT ACHIEVEMENT: 8th Grade

Evidence of strong student achievement is crucial for a school requesting permission to employ a Whole School Alternative Program Design. At the eighth grade, adequate student achievement is demonstrated using results from the Early Warning Test (EWT) for 1997-98, and the Grade Eight Proficiency Assessment (GEPA) for 1998-99 and 1999-2000.

Year	Name of Test	Subject Area	#Students Enrolled Gr. 8	#Students Tested	% General Education Students at Levels I and II	Mean Score for General Education Students	Comments
1997-98	EWT	Reading					
1997-98	EWT	Writing					
1997-98	EWT	Math					
Year	**Name of Test**	**Subject Area**	**#Students Enrolled Gr. 8**	**#Students Tested**	**% General Education Students at or above Proficient Level**	**Mean Score for General Education Students**	**Comments**
1998-99	GEPA	Language Arts Literacy					
1998-99	GEPA	Math					
1999-00	GEPA	Language Arts Literacy					
1999-00	GEPA	Math					

2.2 STUDENT ACHIEVEMENT

Below please summarize student standardized achievement test scores. List the name of the standardized achievement test used and the subject area tested. For each grade tested, note the number of students enrolled, the number tested, and the summary results for each year. Under "Comments," note reasons for exclusion of students from testing. Fill out a separate form for each subject area tested. Additional evidence of high student achievement may be submitted on a separate sheet of paper.

Name of Standardized Achievement Test:

Subject Area:

Grade	#Students Enrolled	#Students Tested	% General Education Students at or above set Minimum Level of Proficiency (MLP) 1997-98	% General Education Students at or above set Minimum Level of Proficiency (MLP) 1998-99	% General Education Students at or above set Minimum Level of Proficiency (MLP) 1999-00	Comments

2.3 STUDENT ACHIEVEMENT: 11th Grade HSPT

Evidence of strong student achievement is crucial for a school requesting permission to employ a Whole School Alternative Program Design. At the eleventh grade, adequate student achievement is demonstrated using results from the High School Proficiency Test (Static Cohort).

Year	Subject Area	#Students Enrolled Gr. 11	#Students Tested	% General Education Students Passing as of April (Static Cohort)	Mean Score for General Education Students (Static Cohort)	Comments
1996-97	Reading					
1996-97	Writing					
1996-97	Math					
1997-98	Reading					
1997-98	Writing					
1997-98	Math					
1998-99	Reading					
1998-99	Writing					
1998-99	Math					

3. CORE COMPONENTS OF THE SCHOOL'S PROGRAM DESIGN

Identify and describe the core components of the school's program. The core components should be identifiable in the school.

4. ALIGNMENT WITH THE CORE CURRICULUM CONTENT STANDARDS

Provide a chart or narrative to indicate the status of the school in aligning the program and content areas with the NJ Core Curriculum Content Standards.

5. COMMITMENT AND SUPPORT

Describe and document the process that was used to establish the proposed program as the design of choice for the school. Describe how the district supports the implementation of the proposed Whole School Alternative Program Design.

New Jersey Department of Education
Whole School Alternative Program

2001-2002

District: ____________________	**County:** ____________________
School: ____________________	**Grades Served:** ______________

6. ESTABLISHING ELIGIBILITY FOR WHOLE SCHOOL ALTERNATIVE PROGRAM DESIGN

Address each of the following elements. Indicate how the school's program design fulfills each of the elements. Please also address the following questions: What currently exists? Which elements are missing? How will the missing elements be addressed? Attach additional sheets of paper if necessary.

***N.J.A.C.* 6A:24-4.2**	**Describe How School's Design Meets the Required Elements**
A Needs Assessment: Each school shall conduct a needs assessment that is based on the elements of Whole School Reform set forth in *N.J.A.C.* 6A:24-4.2, and on student achievement of the Core Curriculum Content Standards. The needs assessment shall include:	

N.J.A.C. 6A:24-4.2	**Describe How School's Design Meets the Required Elements**
The academic needs of students;	
The health and social needs of students;	
The availability, current capacity and needs of community resources;	

N.J.A.C. 6A:24-4.2	**Describe How School's Design Meets the Required Elements**
The curricular, instructional (regular and specialized), programmatic, and staffing needs of the school in the Core Curriculum Content Standards, including visual and performing arts, comprehensive health/physical education, language arts literacy, mathematics, science, social studies and world languages;	
The professional development needs of teachers;	
The facilities needs; and	
An estimate of the resources necessary at the school level to fund the design.	

N.J.A.C. 6A:24-4.2	**Describe How School's Design Meets the Required Elements**
Effective Research-Based Methods and Strategies: There shall be reliable research supporting the key components of a design and evidence of effective practices, including evidence that the program has worked successfully in the applicant school and/or in other schools with similar characteristics. The design shall identify the research that supports each of its core components.	
A Comprehensive Program Design: The design shall: Align and coordinate all instructional programs to the Core Curriculum Content Standards.	
Address educational needs of children with limited English proficiency, children with disabilities and early childhood education programs.	

N.J.A.C. 6A:24-4.2	**Describe How School's Design Meets the Required Elements**
Address student needs during the instructional day and include strategies for early intervention for those students who are not making progress (for example, ongoing assessment of student achievement).	
Address summer and after-school supplemental programs where needed. **Does the school currently have a summer and after-school program? How are these programs currently funded?**	
Integrate educational technology into all aspects of curriculum and instruction to support achievement of the Core Curriculum Content Standards as set forth in N.J.A.C. 6A:24-4.1(f)2.	

N.J.A.C. 6A:24-4.2	**Describe How School's Design Meets the Required Elements**
Ensure that there shall be sufficient management and support personnel to facilitate planning and operating of all foundational and supplemental programs.	
Be comprehensive. The design shall incorporate a common vision and mission for the school and include the integration of effective programs and strategies. **Identify what these are.**	
Emphasis on Reading Literacy: The design shall include an intensive reading literacy component. The design shall be based upon national models to ensure that every elementary student will be reading at grade level by the end of the third grade and that every secondary student is expected to meet state standards in Language Arts Literacy as demonstrated by the GEPA and HSPA.	

N.J.A.C. 6A:24-4.2	**Describe How School's Design Meets the Required Elements**
Class-size Reduction: The design shall reduce class size in grades K-3 to 21 children and in grades 4-8 to 23 children and in grades 9-12 to 24 children or demonstrate a program of smaller class sizes geared to more effective learning, including reading class-size reduction.	
Faculty Buy-In and Support Within the School: The school shall demonstrate that the school staff is committed to the design. Additionally, the school staff shall have a meaningful involvement in decision-making, development and implementation of the design. The school shall provide evidence that support is based on consensus or on an 80 percent approval vote by school staff.	

N.J.A.C. 6A:24-4.2	**Describe How School's Design Meets the Required Elements**
Parental Involvement: The design shall provide for meaningful parental involvement in decision-making, including participation on the SMT, instructional program, and implementation of the design.	
An Instructional Facilitator: A teaching staff member shall be designated to ensure that all the elements of the design are properly implemented and coordinated.	

N.J.A.C. 6A:24-4.2	**Describe How School's Design Meets the Required Elements**
Professional Development: The design shall provide high-quality and continuous staff professional development and training and shall comport with current continuing education regulations. Teachers shall be provided with the knowledge and resources necessary to implement the design, including inservice training and support in the form of facilitation and peer assistance. Professional development shall be designed to help teachers assist students in achieving and sustaining significantly higher levels of proficiency.	
Goals, Benchmarks, Evaluation and Accountability: Student performance shall be tied to the Core Curriculum Content Standards and the state's proficiency tests. The design shall establish interim benchmarks and assessment mechanisms to achieve the goals. A continuous evaluation mechanism and an accountability system shall be developed as part of the design.	

N.J.A.C. 6A:24-4.2	**Describe How School's Design Meets the Required Elements**
Coordination and Referral of Resources in the Community: There shall be a mechanism in place to ensure effective utilization, referral and coordination of school and community resources, including federal, state and local, as well as KidCare and Medicaid, to address problems faced by the child and to maximize the child's opportunity to learn. This shall include a school-based family support team trained to meet health, nutritional and social services needs of the child.	
Adequate Facilities: The district's long-range facilities plan shall demonstrate adequate facilities to ensure the successful implementation of the design. There shall be facilities sufficient for the delivery of art, special education, music, science and world languages consistent with the approved curriculum and instruction.	

N.J.A.C. 6A:24-4.2	Describe How School's Design Meets the Required Elements
School-based Budgeting: The design shall require the use of school-based budgeting to ensure that an analysis of the entire school budget is conducted to allocate funds sufficient to support the school curriculum based on the Core Curriculum Content Standards and all required and needed secondary programs. Please provide costs associated with each component of the model. **Attach additional sheets if necessary.**	
A Safe and Secure Learning Environment: The design shall ensure that sufficient security is provided to the school so that a safe and secure environment shall be provided for learning. The district's student code of conduct shall be implemented as part of the design.	

N.J.A.C. 6A:24-4.2	**Describe How School's Design Meets the Required Elements**
Articulation Among Whole School Reform Programs and Schools: The school's design shall address the need for articulation within the school, between the school and other schools in the district, and with the central office.	
School-based Leadership: A School Management Team, shall be established and function in each school in accordance with *N.J.A.C.* 6A:24-2.	
Required Programs in Secondary Schools: Each secondary school shall identify how it integrates the required programs in secondary schools pursuant to *N.J.A.C.*6A:24-6.1.	

THIS PAGE UPDATED OCT. 16, 2000

N.J.A.C. 6A:24-4.1	**Identify the research-based strategies that are already in place or the school plans to implement. Describe how they will be implemented.**
Create small learning communities so that schools are organized into small units of students and use a variety of instructional strategies that engage students and accommodate individual learning styles.	
Utilize flexible time for teaching and learning so that schools may organize the day, week and month to lengthen blocks of instructional time.	
Develop instructional content so that schools are able to structure learning around careers and student interest and link out-of-school experiences to classroom instruction.	
Develop student assessment so that schools assess student progress by what they are capable of doing and use rich assessments that include portfolios, performance tasks and examples of student accomplishments to measure progress in meeting HSPA and other state assessments.	
Establish community partnerships so that schools work collaboratively with parents, community and business for the purpose of enabling students to achieve the Core Curriculum Content Standards.	

THIS PAGE UPDATED OCT. 16, 2000

Establish partnerships with institutions of higher education so that the schools establish an articulation agreement with institutions of higher education to implement a WSR model or the whole school alternative program design. Use a variety of assessments and evaluations to measure the effectiveness of WSR implementation and improve the transition between high school and postsecondary education.	

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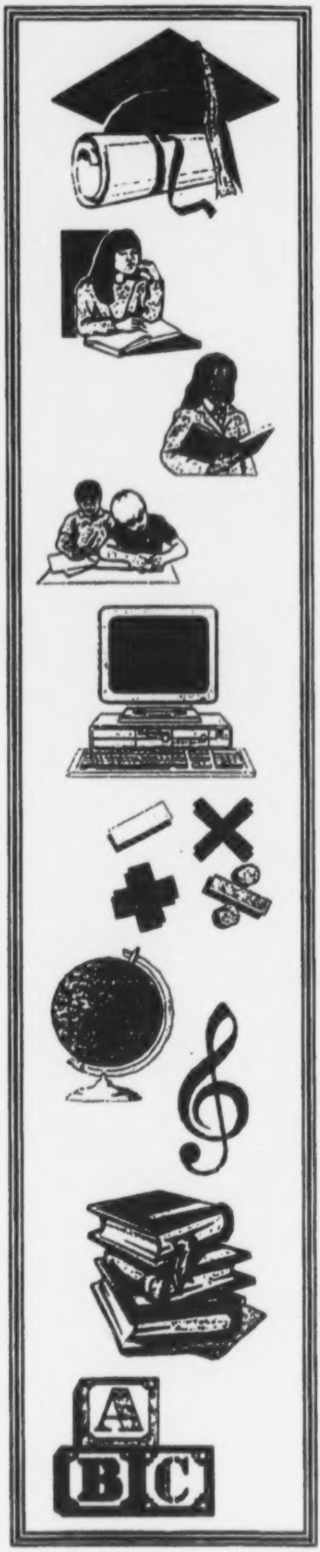
THIS PAGE UPDATED OCT. 16, 2000



Section VI

Whole School Reform Component Plans

SECTION VI. WSR COMPONENT PLANS

This section of the *Guide for Implementing Urban Education Reform in Abbott Districts*:

- Highlights WSR district and school component plans;
- Provides helpful hints in creating and revising required plans; and
- Indicates which district and school plans should be aligned with each other.

Regulations Related to Section VI
***N.J.A.C.* 6A:24**

1.2 - Definitions
1.4 - Responsibilities of Local Districts
2.1 - Establishment of School Management Teams
2.2 - Responsibilities of School Management Teams
3.1 - Early Childhood General Provisions
4.3 - Submission of WSR Implementation Plan
4.4 - School-based Budgets
6.1 - Implementation of Required Programs in Secondary Schools
8.1 - Long-Range Facilities Plan

Component plans integral to the entire system are developed and implemented as part of WSR by schools and districts. WSR plans, which are identified in this chapter, combine WSR models and strategies that become a school's coherent and concerted effort to increase student achievement. The following specific plans should be considered as elements of a comprehensive WSR strategy within the Abbott districts.

This guide gives detailed direction on the planning and creation of a WSR Implementation Plan and School-Based Budget (Sections VIII and IX). Required Programs in Secondary Schools (RPSS) Plan parameters and planning considerations are found in Section VII. The Technology Plan requirements have been integrated into Sections VII, VIII and IX. To assist schools and districts in complying with the component plans, many resources have been compiled and referenced for easy on-line access at various websites. DOE staff members with expertise in these particular areas have also been identified. (See Section XI for references on both.)

As mentioned in earlier sections of this guide, systemic change requires coordination of efforts in planning and implementation of all WSR efforts. School and district plans required by the regulations must be coordinated to ensure effective implementation. **In some cases, plans were submitted in previous years and require revision in 2001-2002. Any required revisions should take into account this need for articulation.**

A. ACCOUNTABILITY PLAN - *N.J.A.C.* 6A:24-1.5

Each district shall establish an accountability system that includes a system of rewards to recognize teachers, parents, and administrators who contribute to helping students attain the CCCS. Each WSR school is required to develop and submit a reward system consistent with that of the district. In districts and/or schools that do not maintain a pattern of improved student achievement, the DOE shall pursue sanctions pursuant to New Jersey Statutes.

In order for a district and school to assess, evaluate, monitor and effectively implement a program or reform effort, it must establish a system of accountability suitable to its needs. This system must include the establishment of baseline data and the identification of progress benchmarks and standards, which are linked to the CCCS. The results obtained from this accountability system are used to make informed decisions about program improvement.

HELPFUL HINTS
Accountability Plan

Consider these questions in creating the accountability plan:

- For each population (teachers, parents and administrators), are the standards and goals effective in measuring performance and addressing student attainment of the CCCS?
- Are the proposed measures adequate?
- Are adequate support and intervention systems included to assist schools as they work toward their targeted results?
- Are the proposed rewards for each population effective? If so, how?
- Is there an adequate mechanism built into the plan for public recognition of rewards?

B. ALTERNATIVE EDUCATION PLAN - *N.J.A.C.* 6A:24-1.4(*i*)

Every district shall provide an alternative education plan as required by the Abbott regulations. Upon approval by the DOE, the school board shall implement its plan for the establishment of an alternative middle school and high school, or other comparable program to meet the needs of students who are disaffected or disruptive or who have not been successful in traditional learning environments. The district's alternative education program(s) must be linked to the secondary schools' RPSS mechanisms for identifying students requiring placement in alternative education. Alternative education programs must also be coordinated with the work of the secondary school SMTs (see Section VII). Districts should utilize the DOE publication, *A Guide and Application for the Operation and Approval of Alternative School Programs,* which is available both at the high school and middle school levels at respective county superintendents' offices.

C. DISTRICT REORGANIZATION/RESTRUCTURING PLAN – *N.J.A.C.* 6A:24-1.4(k) AND 6A:24-1.6

By July 1, 2002, the two districts added pursuant to the legislation shall implement their plans to accommodate the transition to, and eventual full implementation of, the following:

1) school-based management teams;
2) changes in central administration structure and function; and
3) decentralization of planning, budgeting and decision-making.

Systemic reform is defined and used in many different ways. There are three integral components that appear in different states' systemic reform efforts that should be noted. These are as follows:

1) promotion of ambitious student outcomes for all students;
2) alignment of policy approaches and the actions of various policy institutions to promote such outcomes; and
3) restructuring of the governance system to support improved student achievement.

Successful implementation of school-based decision-making and management as a reform effort needs the support of central office administration and entails changes at that level, as well as at the school level. The changes in structure and function of the central office administration also require the support of the board of education and a process for meeting the specific needs of the district.

Restructuring the governance system of a school district involves instructional leadership and a cultural commitment supportive of school- and district-level change. In a restructured district, schools are given the responsibility to make decisions that will maximize student achievement and develop instructional programs for success. This is not, however, achieved without ongoing assistance, support, and accountability measures at the district level.

One issue that must be addressed as part of the district's restructuring efforts is articulation among WSR programs, schools and the central office. Having mechanisms to ensure collaboration among preschools, elementary schools, middle schools and high schools is essential to ensure a smooth transition for students among these schools.

D. SECURITY PLAN - *N.J.A.C.* 6A:24-1.4(i) AND *N.J.A.C.* 6A:24– 6.1

According to research, deteriorating community norms regarding acceptable behavior have directly influenced the level of disruptive behavior in schools. This disruption can have a negative effect on learning for all students. In order to provide a safe environment conducive to learning, each Abbott district and secondary school must develop a security plan. These plans must be coordinated with each other and with the district facilities plan where appropriate.

District Security Plan

Regulation requires Abbott districts to:

1) provide a security guard for every elementary school and 1 security staff member for every 225 pupils in secondary schools; and
2) establish a Code of Conduct (Guidelines for developing codes of conduct are available through the DOE Alternative Education staff listed in Section XI).

The district may apply for a waiver of the required number of security guards based on a demonstration that the full number is not necessary to ensure safety under the circumstances present at a particular building.

While not required in the Abbott regulations, some district security plans include clear evacuation procedures, as well as procedures to deal with media coverage in the event of an emergency. Additionally, if a particularized need is demonstrated and approved by the district's board of education and the DOE, the district may provide other protective devices (metal detectors, surveillance equipment etc.), as required.

Safe School Environment Conducive to Learning

Schools in Abbott districts are required to develop a code of conduct that clearly defines acceptable and unacceptable behaviors and the consequences for them. This code should be consistent with the district's policy, as well as based on the school's unique needs. In shaping the school's plan, input should be solicited from the SMT. SMT input should also be integrated into the district's security plan.

In developing and implementing the school's plan, the SMT may designate a work group to facilitate this responsibility. This work group, in collaboration with the SMT, may be charged with:

1) establishing the code of conduct, which clearly defines acceptable and unacceptable behaviors and their consequences;
2) determining how to effectively deploy security personnel;
3) putting in place a clear set of procedures for evacuation, dismissal and media coverage in the case of an emergency; and
4) developing a means of ensuring that parents understand the code of conduct and are willing to actively support its terms.

The school may submit a particularized need request for additional security personnel if a needs assessment has been completed and cause (empirically based) is proven.

Secondary School Security Plans

Secondary schools are specifically required in the Abbott regulations to develop a security plan as part of their Required Programs in Secondary Schools. (See Section VII of the guide for specific information on developing this required plan.) This plan must be coordinated with both the district security plan and the district facilities plan as needed. Major facility enhancements such as magnetic door systems should be part of the district facilities plan.

E. REDUCTION OF CLASS SIZE PLAN – *N.J.A.C.* 6A:24-4.1(j)(9)

Research has shown that low-income students who experience failure are frequently in classrooms characterized by low student motivation, fewer protracted student/teacher interactions around instruction and more class time spent on disruptive or off-task student behaviors. Smaller class sizes allow the teacher to be in direct contact with individual students for a larger portion of the time; allow for an increase in the frequency of interactions; reduce distractions; and increase opportunity for assessment, feedback, and reinforcement -- all of which should result in increased amounts of learning. Therefore, reducing class size must be an integral part of the WSR effort.

Regulations require that schools, in collaboration with their district offices, have a plan in place to continue to reduce class size to 1:21 in grades K-3, 1:23 in grades 4-8 and 1:24 in grades 9-12. The school's plan to reduce class size must be submitted with its WSR Implementation Plan.

At the secondary level, WSR schools must address class size reduction in their WSR Implementation Plan and Budget. In its publication, *A Study of Supplemental Programs and Recommendations for the Abbott Districts*, November 1997, the DOE recommended that the class size ratio be 1:23 for grades seven and eight and 1:24 for grades nine through twelve.

In its efforts to support reduced class size, the federal government has made funds available to states for this purpose. Class-size Reduction (CSR), which supports the reduction of class size, is consolidated in the Improving America's Schools Act (IASA), and the Local Education Agency (LEA) federal Subgrant Application. As part of IASA Title VI, each LEA may pursue the goal of reducing class size. For information on Class Size Reduction Grants, contact the Department of Education's Office of Grants Management and Development.

F. LONG-RANGE FACILITIES PLAN - *N.J.A.C.* 6A:24-8.1

Based on its expertise, field experience, consultation with experts and its focus on an integrated approach to instruction, the DOE concluded that the facilities for Abbott districts were inadequate. To remediate this situation and to provide a clean, safe and functional environment that is conducive to learning, the DOE established requirements. All Abbott districts were required to submit long-range facilities plans for review and subsequent action by the department. Subchapter 8 of *N.J.A.C.* 6A:24 contains details on the long-range facilities plan.

G. WSR IMPLEMENTATION PLAN – *N.J.A.C.* 6A:24-4.3 & 4.5

Regulations require that annually on or before December 1, the SMT of each school participating in WSR shall develop and submit to the DOE, with a copy to the CSA and the board, a WSR Implementation Plan which integrates all local, state and federal resources and has been developed in accordance with the guidelines and requirements of the DOE and the program developer. (Elementary Schools See Section VIII and Secondary Schools See Section IX for further details on the creation of the WSR Implementation Plan).

In a secondary school that has been accepted into WSR, the implementation plan adopted by the school must incorporate all programs and services specified in the Required Programs in Secondary Schools. Additionally, the plan shall address reducing the dropout rate, increasing the graduation rate, improving attendance and reducing class size. Finally, for high schools, the plan shall address an effective combination of research-based strategies pursuant to N.J.A.C. 6A:24-4.1(c). No programs or services beyond those required by the WSR model, approved design, or required programs, shall be approved unless a particularized need is demonstrated pursuant to *N.J.A.C.* 6A:24-5.1.

H. REQUIRED PROGRAMS IN SECONDARY SCHOOLS (RPSS) - *N.J.A.C.* 6A:24-6.1

All secondary schools, in consultation with the CSA, the principal and the SRI Team, shall submit annually a revised plan for implementation of RPSS to the DOE for approval, with a copy to the CSA and the board.

I. EARLY CHILDHOOD OPERATIONAL PLAN – *N.J.A.C.* 6A:24-3.4

The Abbott regulations state that the board shall operate its early childhood education program consistent with its early childhood education plan approved by the DOE. The plan was developed pursuant to requirements specified in *N.J.A.C.* 6A:24-3.3(a). The board shall amend its plan so that all four-year-olds and all three-year-olds are offered full-day, full-year preschool by the 2001-2002 school year. The district shall provide any necessary information to the DOE to ensure that the program implementation is consistent with that plan. No additional early childhood education programs or services shall be approved unless a particularized need is demonstrated as specified in the regulations.

J. TECHNOLOGY PLAN - *N.J.A.C.* 6A:24-1.4

A school participating in WSR is required to submit a technology plan with its WSR implementation plan and school-based budget. This plan must be coordinated and consistent with the district's approved technology and facilities plans.

The *2000-2002 Abbott School-Based Technology Plan (SBTP) Checklist and Plan Forms* (included in Section VII for RPSS and Sections VIII and IX for WSR) provide details and timelines for specific sections of the school plan. School technology plans will be approved by the DOE Office of Educational Technology and the Office of Program Review and Improvement.

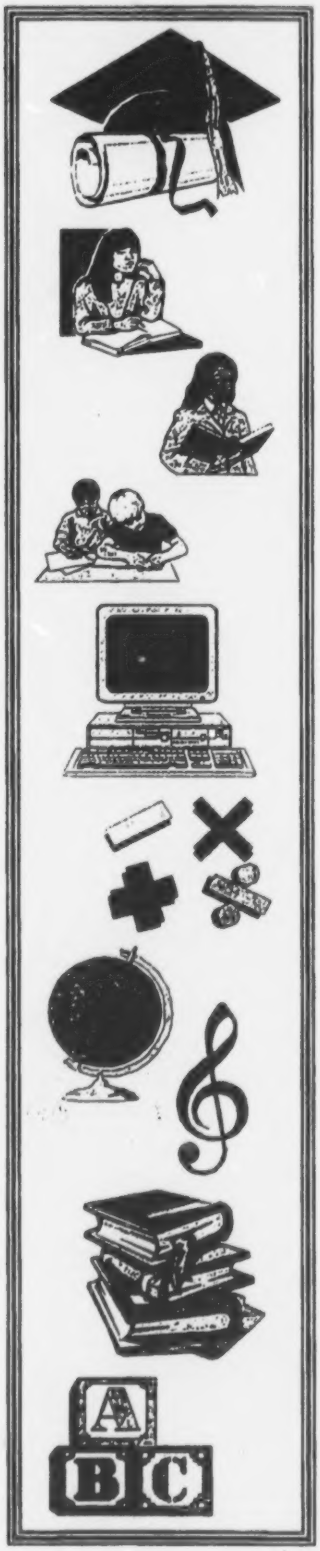
1. Each school technology plan must be reviewed by the school principal and the district technology director/coordinator, as indicated by signatures on the checklist.

2. When the sign-off on the checklist is complete, copies of the school technology plan and the school checklist are to be provided to the CSA and the school board.

3. The Office of Educational Technology, in cooperation with the Office of Program Review and Improvement, will review and provide final approval for the school technology plans.

4. Approved school technology plans are listed on the DOE website (see below) within the "Technology" section under "Local Technology Planning." Links to the plans are provided if they are on line.

New Jersey Department of Education website:
http://www.state.nj.us/education.



Section VII

Required Programs in Secondary Schools

REQUIRED PROGRAMS IN SECONDARY SCHOOLS

SECTION VII
To Be Completed By Non-WSR Secondary Schools

Whole School Reform secondary (middle and high) schools in cohorts one, two and mid-year two will refer to Section IX for RPSS forms and instructions. These schools will incorporate Required Programs in Secondary Schools into the WSR Implementation Plan located in Section IX. Elementary schools incorporating grades 6, 7, or 8 are eligible to apply for RPSS. Any elementary school intending to apply for RPSS must refer to Section IX to complete the WSR Implementation Plan with RPSS.

SECTION VII. REQUIRED PROGRAMS IN SECONDARY SCHOOLS (RPSS)

This section of the *Guide for Implementing Urban Education Reform in Abbott Districts*:

- Assists the principal and SMT in the development of and the revision of the RPSS Plan;
- Describes the elements of the RPSS Plan;
- Outlines the areas of alignment between the RPSS Plan and other required district plans;
- Suggests a planning process for developing the RPSS; and
- Includes instructions and forms for completing the RPSS Plan.

Regulations Related to Section VII
***N.J.A.C.* 6A:24**

1.2 - Definitions
2.2 - Responsibilities of School Management Teams
5.1 - Demonstration of Particularized Need
6.1 - Implementation of Required Programs in Secondary Schools

A. INTRODUCTION

There has been much research and documentation of WSR programs designed to increase student achievement on the elementary level. The research base on secondary schools continues to develop and broaden in scope. The department will not be identifying a presumptive model for secondary schools because the research does not provide an adequate basis on which to select just one model as the presumptive model. Secondary schools must adopt a Whole School Reform model or apply to implement a Whole School Reform alternative program design by January 30, 2001. Secondary schools are also required to integrate the Required Programs for Secondary Schools into the WSR model. High schools must also implement an effective combination of the six research-based strategies pursuant to *N.J.A.C.* 6A:24-4.1(c).

Definition:

Secondary school means middle and high school grades 6 through 12, except in districts having an elementary structure incorporating grades 6 through 8, in which case it means grades 9 through 12.

According to the regulations, required programs and services in secondary schools address:

1) A Mechanism for Access to Health and Social Services
2) A School Security Program
3) A Mechanism for Identifying Students Requiring Alternative Education
4) School-to-Work or College Transition Programs
5) Infusion of Educational Technology
6) Professional Development

In a secondary school implementing a WSR model, these required programs and services must be incorporated into its WSR Implementation Plan. No additional programs or services beyond those required by the model or approved design will be approved unless a particularized need is demonstrated by the school. (The Local Particularized Need Application can be found at the end of this section.)

B. SCOPE OF REQUIRED PROGRAMS IN SECONDARY SCHOOLS (RPSS)

The information for each of the following RPSS areas was obtained from *A Study of Supplemental Programs and Recommendations for the Abbott Districts (November 1997)*, and from applicable sections of the Abbott regulations. (See Section III of this guide for the full text of the regulations.)

1. A Mechanism for Access to Health and Social Services

Schools must ensure that they have a mechanism in place to provide access to health and social services that the SMT has identified as being essential for the educational achievement of students. This mandate can be accomplished through utilization of existing district staff, programs and services and through coordination of and referrals to community-based providers and resources.

Note:

- Each secondary school must have a full-time Health and Social Services Coordinator.
- The Health and Social Services Coordinator shall provide assistance to the SMT as needed.
- Each school must establish and implement procedures for the delivery of intervention and referral services.
-

- Each district must fulfill the requirements for school health services such as school nurse and substance awareness coordinator.

2. A School Security Program

According to research, deteriorating community norms regarding acceptable behavior have directly influenced the level of disruptive behavior in schools. This disruption can have a negative effect on learning for all students. To address problems of student disruption and violence, every school must clearly establish a Student Code of Conduct defining the obligations of students regarding acceptable and unacceptable behavior and communicate the consequences that will result from the students' success or failure in meeting their obligations. A review of existing student behavior policies to ensure maximum effectiveness must also be completed. Schools should also employ full-time security personnel to assist in enforcing the codes of conduct and ensuring school safety. (See Section VI for additional details.) Other protective devices, such as metal detectors, may also be necessary based on the needs of the school and would require submission of a particularized need to address this. At the middle and high school levels, where the severity of disruption may possibly increase, students responsible for negative behaviors must be removed. Alternative educational placement must be available for students who are removed from regular classes because of disruptive behavior. Programs, services, and activities associated with these areas and others, such as anger management, conflict resolution, bias reduction, peer mediation and in-school suspension, may be considered based on the documented needs of the school.

- **Note:** The school security RPSS should be aligned to the District Security Plan and the District Facilities Plan when necessary.

3. Mechanism for Identifying Students Requiring Alternative Education

Alternative education, as defined by the DOE, offers nontraditional yet effective learning environments that provide flexible educational delivery systems closely related to the learning styles and the individual needs of students. This learning opportunity is designed to meet the special needs, interests, and aspirations of at-risk youth who may be disruptive and/or disaffected within the traditional academic environment. Alternative education schools are small and carefully staffed. They provide intense, comprehensive and individualized services to students and their families, so that students can achieve the CCCS. These programs also include services such as work study opportunities, community service involvement, life skills training, job search training, vocational education, social services and personal growth counseling. They may also incorporate site-based management approaches, cooperative learning strategies, and shared decision-making into the program structure. In addition, alternative education schools provide a caring and supportive long-term environment where rules and regulations are clearly defined, as well as fairly and consistently enforced.

If the alternative education program is a district-wide initiative, the strategies, services and activities associated with the mechanism for identifying students requiring placement in the district's program should be considered, based on identified needs.

Note:

- The school's RPSS mechanism for identifying students who will be referred for alternative education should be aligned to the District Alternative Education Plan and related criteria.
- Each secondary school must have a full-time Dropout Prevention Officer.
- The Dropout Prevention Officer shall provide assistance to the SMT as needed.
- The school's dropout prevention officer and health and social services coordinator should support the school's alternative education strategy.
- Districts operating and/or implementing alternative school programs require program approval using the document entitled *A Guide and Application for the Operation and Approval of Alternative School Programs* which is available from the respective county superintendents' offices.

4. School-to-Work and College (STC) Transition Programs

Consistent with the new Administrative Code for Standards and Assessment, implementation of the Core Curriculum Content Standards emphasizes the need for all public school students to be prepared for higher education, advanced occupational preparation, or initial employment that leads to further skill development. School districts must provide a progression of programs and activities that promote high standards of academic and contextual learning, expand opportunities for all young people, and expose them to a broad array of career possibilities. School-to-career programs provide the vehicle by which students can learn transferable skills that provide academic focus and contribute to good citizenship and productivity in the workplace. They also connect young people with supportive adults, mentors and other role models, and provide program continuity between secondary and postsecondary education. The Carl D. Perkins Vocational/Technical Education Act of 1998 allocates federal funds to support programs and services in this RPSS area. Therefore, Perkins programs and services and funds should be included in this section of the RPSS plan.

The plan for STC programs must include the key elements of school-to-career, as follows:

School-based learning:

- Implementation of a comprehensive guidance and counseling system to facilitate career awareness and exploration;
- Instruction that integrates academic and occupational concepts;
- Inclusion of one or more of the clustered disciplines: arts and humanities, business and information systems; mathematics, science and technology; health and human services; and
- Secondary and postsecondary articulation, including Tech Prep programs.

Note: In the WSR planning process, consider establishing or continuing the following methods to accommodate academic and occupational/technical instruction: career academies, small learning communities, and block scheduling.

Structured learning experiences:

- Delivering integrated instruction (i.e., learning both in the classroom and the workplace);
- Providing comprehensive guidance and mentoring services;
- Providing opportunities for students to experience all employment opportunities within an industry; and
- Providing a series of paid or unpaid opportunities for students to get work experience and training. Examples are: volunteerism, community service, cooperative education, project-based experiences, school-based enterprises, and internships.

Connecting activities:

- Providing activities to match students to structured learning experiences;
- Providing activities to establish collaboration between education and the business community;
- Providing technical assistance to all stakeholders (students, parents, teachers, employers);
- Providing transition assistance, including guidance and placement; and
- Provision for student follow-up to determine post-program outcomes.

5. Infusion of Educational Technology

Instructional technology improves students' motivation and attitude about themselves, offers ways for increasing family involvement in education, and helps students master basic and advanced skills. The key to effective use of technology is to integrate it into the instructional program at the classroom level. All students will need to develop the knowledge and skills necessary to function in an economy that is characterized by rapidly changing technology and increasing economic competition. The integration of technology into every classroom will empower students and enhance the subject areas being taught. Technology breaks the barriers of time and place, enabling students in any community to have unlimited access to information, to the vast array of curriculum and instruction offered in the state, and to information and ideas needed to master the state's CCCS.

This section of the RPSS plan must address infusion of educational technology into all aspects of the curriculum and instructional program to support achievement of the CCCS, including provision for acquisition and maintenance of necessary equipment and infrastructure, appropriate professional development activities, and designation of staff to implement technology activities. Schools should consider how the district technology plan will provide some or all of these requirements and work closely with the district technology coordinator in planning for infusion of educational technology.

Note:

- The school technology RPSS must be aligned with the District Technology Plan and the District Facilities Plan.
- Each secondary school shall have a full-time Technology Coordinator.
- The Technology Coordinator shall provide assistance to the SMT as needed.
- Schools addressing this RPSS area will use the Office of Educational Technology forms and process.

6. Professional Development

The intent of professional development is to continuously improve the performance of teachers, administrators, and support staff ultimately to improve student performance. All professional staff must be provided with a variety of rich and meaningful learning experiences that are based on students' needs and on how best to educate the school's students. Professional development must be an ongoing and sustained approach to professional growth of all staff. It must focus on the learning of individual school employees, as well as improvements in the capacity of the entire staff to solve problems and renew themselves.

The plan for professional development must:

- be driven by a strategic plan for the district, the school, and other departments;
- be focused on the acquisition of knowledge and skills directly related to the achievement of the CCCS and the implementation of WSR; and
- focus on the specific school and student needs and learning.

Other recommended elements that the team may want to consider in the professional development program are the following:

- provide multiple forms of job-embedded learning;
- focus on the study of teaching and learning processes;
- address a combination of generic and content-specific skills;
- use trainers to provide consultation, planning, and facilitation services;
- provide for continuous improvement of performance for everyone; and
- be viewed as an essential and indispensable process, and a responsibility of all administrators and teachers.

Programs, services, and activities associated with professional development for all staff related to WSR and achievement of the CCCS should be provided.

> ➢ **Note:** In developing the plan for this RPSS area, the school must consider the regulations requiring 100 hours of continuing professional development of teachers that will go into effect in school year 2000-2001.

C. RPSS PLAN DEVELOPMENT

Annually, the SMT of a secondary school, in consultation with the CSA, the principal and the SRI team, shall submit to the department, with a copy to the CSA and the board, a revised plan for implementation of the RPSS.

A systematic process aids in the development of a successful plan. In fact, a well developed approach to forming a plan becomes an essential tool in creating curriculum, programs, and services. As is the case with other areas of WSR, engaging work groups with a knowledge of and interest in each RPSS area will help the development of effective plans. Technical assistance from those in the district's central office with expertise in each area should be sought in order to ensure that the plan in each area is comprehensive and inclusive of district-wide initiatives. Your plan should demonstrate how the RPSS relates to the district-wide plan and what kind of services the students will receive. Figure E illustrates an example of a model for developing the RPSS Plan. (See Section IV of this guide for further information regarding the organization of work groups in secondary schools.)

EXAMPLE OF A PROCESS FOR DEVELOPING REQUIRED PROGRAMS IN SECONDARY SCHOOLS' PLANS

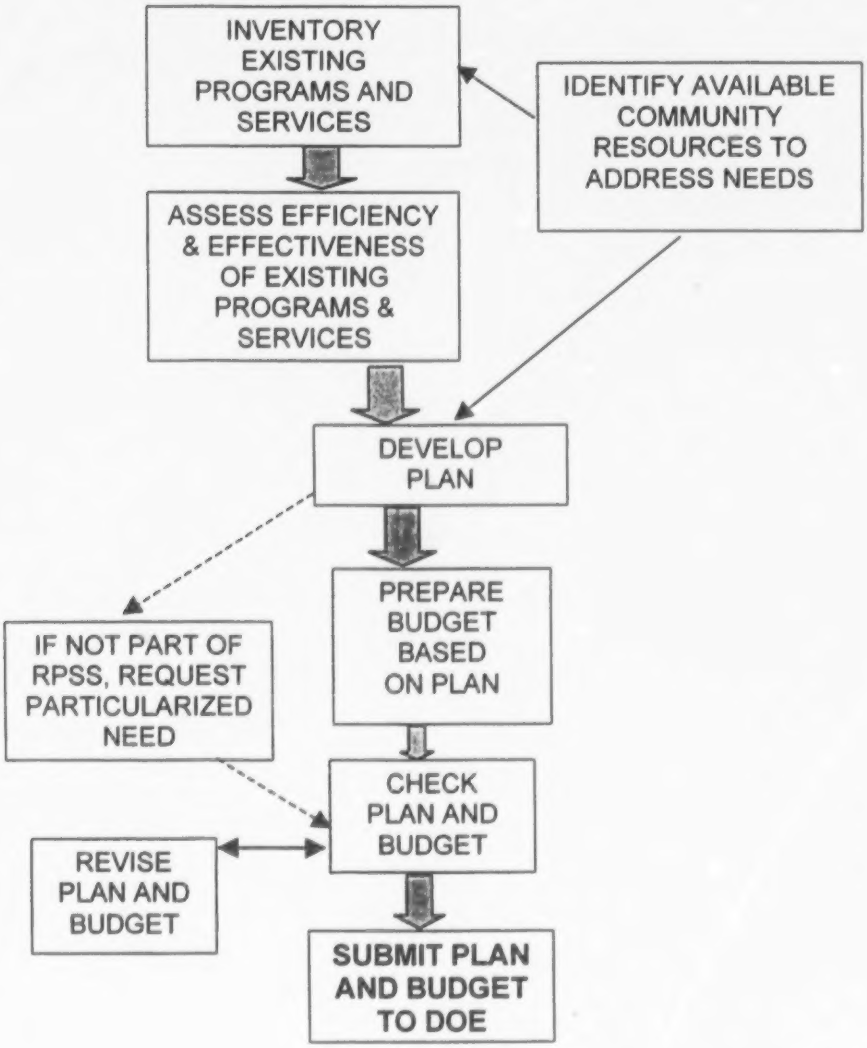

INVENTORY EXISTING PROGRAMS AND SERVICES
IDENTIFY AVAILABLE COMMUNITY RESOURCES TO ADDRESS NEEDS
ASSESS EFFICIENCY & EFFECTIVENESS OF EXISTING PROGRAMS & SERVICES
DEVELOP PLAN
IF NOT PART OF RPSS, REQUEST PARTICULARIZED NEED
PREPARE BUDGET BASED ON PLAN
CHECK PLAN AND BUDGET
REVISE PLAN AND BUDGET
SUBMIT PLAN AND BUDGET TO DOE

Figure E

1. Inventory

Every school must have a clear picture of its current status before it can plan comprehensive changes. Some aspects to consider are as follows:

- Does the inventory provide a list of all services/programs in the school and those in collaboration with community agencies for each RPSS area?
- Does it take into account all School-to-Career activities, including school-based learning, structured learning activities, and connecting activities, listed by grade level?

In developing the inventory, has the SMT determined the following:

- the purpose of the service or program;
- the anticipated/desired results (impact);
- how partnerships and collaborations currently benefit the school community; and
- the current funding sources and amounts expended on each?

2. Evaluation of Effectiveness and Efficiency

After the inventory is complete, each item identified must be evaluated as to its effectiveness and efficiency.

A. An effective program or service is one that produces the expected and desired result.
   - Does the program/service reach the intended population?
   - Has the expected result been clearly defined?
   - Does the program/service produce the expected result for the intended population?
   - Provide data that documents the effectiveness of the program/service.
   - Provide data that documents success of existing programs in schools with similar characteristics.

B. An efficient program or service is one that produces the intended result in a cost-effective way.
   - Does the program/service serve the number of students it was intended to serve?
   - What is the actual cost per student for the program or service?
   - What resources are required (staff, materials, facilities, funds, etc.) to deliver the program, activity, or service?
   - Is there a way to use resources more efficiently (e.g., discontinue services that are duplicated in the community)?
   - Provide data that documents the efficiency of the program/service.

Develop Plan

Utilizing the inventory and evaluation of effectiveness and efficiency, develop a comprehensive plan. This plan should identify all programs and services including collaborations, etc., and indicate which existing programs are to be continued or discontinued, and what new programs or services are required in each of the six RPSS areas. In addition, explain how the plan relates to the district-wide plan and what kinds of services the students will receive.

- What will the school do with each program/service?
- Is the program/service new or existing?
- Is the program/service to be continued at its current level?
- Will the program/service be modified? If so, how?
- Will the program/service be expanded to include more services or resources?
- Will the school reduce the number of programs/services provided or number of individuals providing said services?
- Will the program/service be phased out? Provide an accurate timeline.
- What were the barriers/constraints that prevented the success of the program?
- Can these barriers/constraints be surmounted?
- Will new programs/services be implemented and/or phased in? Provide an accurate timeline.
- Will an existing program/service be replaced with a new or updated program?
- Will programs/services be combined in order to minimize duplication as much as possible?

> ➢ **Note:** Be sure to identify timelines for phase-in, phase-out, etc., of each program.

3. Budget

After the completion of the plan, a detailed budget must be created and aligned to the plan. Sufficient budget detail must be provided so that the expenditure for each program, initiative, or service can be easily determined and/or justified. Costs included in the budget must be driven by the program and service needs determined through the assessment process.

If a secondary school wants to implement programs/services that exceed the requirements of the RPSS, but are essential to ensure educational success for a specified population of students, and without which such students cannot achieve success in attaining the CCCS, the school must demonstrate a particularized need. It is the school's responsibility to provide information demonstrating that these programs/services are necessary. (See Particularized Need Application at the end of this section.)

> ➢ **Note: Non-WSR secondary schools** will complete the RPSS plan and budget in this section.

D. RPSS RESOURCES

Additional resources and contacts, as well as suggested Web sites, are found in Section XI of this guide.

REQUIRED PROGRAMS IN SECONDARY SCHOOLS

(RPSS)

N.J.A.C. 6A:24-6.1 requires that annually the School Management Team (SMT) of all Abbott secondary schools, in consultation with the Chief School Administrator (CSA), the principal and the SRI Team, shall submit a revised plan for the implementation of Required Programs in Secondary Schools (RPSS) to the Department of Education (DOE) for approval, with copies to the CSA and the board.

In December 1999, a revised second year (2000-2001) of an approved two-year RPSS Plan was submitted to the DOE. For 2001-2002, secondary schools must submit a one-year plan by revising the current year (2000-2001) RPSS Plan. The programmatic section of the RPSS Plan should be completed if the following apply:

- any section of the RPSS plan was not approved (e.g., inventory of existing programs was not provided or was inadequate, no evidence showing that programs have worked successfully in other schools with similar characteristics);
- a revision is made to any of the six RPSS areas or the attachments;
- a program or service not included in the prior year's plan is proposed for any of the six RPSS areas;
- a two-year RPSS plan was not submitted in the previous year; and
- the school is not a WSR first, second, or mid-year cohort school.

Since the new submission will be a revision of the second year (2000-2001) of the RPSS plan, it is necessary to review the plan and the comments regarding the current year's plan received from the DOE after its review.

> **Note:** It will be necessary for all secondary schools to complete a revised activity plan and budget statement for 2001-2002.

A. SUBMISSION

Annually, on or before **December 1,** each non-WSR secondary school must submit the Required Programs in Secondary Schools Plan (with all attachments) by sending the appropriate copies as shown to the offices listed below:

OFFICE	# OF COPIES
Orlando Castro, Director NJ Department of Education **Office of Program Review and Improvement** P. O. Box 500 Trenton, New Jersey 08625-0500	6 copies
Joan Tomlin, Program Manager **PIRC-Central** 1090 King Georges Post Rd. Bldg. 9 Edison, NJ 08837	Original and 2 copies
Donna Snyder, Program Manager **PIRC-South** 1492 Tanyard Road Sewell, NJ 08080	Original and 2 copies
Eunice Y. Couselo Acting Program Manager **PIRC-North** 240 So. Harrison Street East Orange, NJ 07018	Original and 2 copies

B. REQUIRED PROGRAMS IN SECONDARY SCHOOLS REVISED PLAN REVIEW

The Department of Education (DOE) will review all submissions to ensure that:

- required sections are complete and accurate;
- existing programs have been inventoried and assessed for effectiveness and efficiency;
- required programs described are supported by an inventory and assessment of student needs;
- expenditures support the programs described;
- the submission is complete, including signatures and assurances; and
- SMTs and Local Education Agencies (LEAs) are notified of final approvals.

Incomplete submissions are subject to revision, return, and/or disapproval. Once a Required Programs in Secondary Schools Plan is approved, the board shall accord these programs and services the highest priority in the development of the 2001-2002 school budget, making such reallocations and dedicating such resources as are necessary to ensure their full implementation.

C. COMPLETING THE RPSS PLAN

Below are the instructions for completing the RPSS Plan. The forms are preceded by information pertaining to the form and directions for completion. A complete copy of the instructions and forms is located on the NJDOE Web site (http://www.state.nj.us/education).

> ➢ **NOTE:** The RPSS Plan forms package has an imbedded header and footer for your convenience. Please insert the name of your school and district in the header. The footer will automatically paginate and date your submission.

The Required Programs in Secondary Schools Plan should include:

1. SUBMISSION CHECKLIST FOR RPSS PLAN

As a final step in the completion of the RPSS Plan, the Submission Checklist should be used to ensure that the submission package is complete.

2. COVER PAGE

Complete all the information and the required certifications.

3. ONE-YEAR RPSS PLAN REVIEW OF PROGRESS

Complete a review of progress for the one-year RPSS Plan in each of the six areas including WSR exploration and selection status. The review should include progress in achieving objectives, activities completed, and an evaluation summary. The WSR exploration review should list the models explored, developer visits, staff visits to other schools, and progress toward selection of a model. Any revisions required and problems encountered should be included. Answer each question on the form by repeating the question and providing a summary response.

4. INVENTORY AND ASSESSMENT

For each of the six required RPSS areas, indicate what currently exists in the school or is being provided by the school in collaboration with a community agency. Determine how well these programs and services are serving the student population based on an assessment of their efficacy and efficiency.

5. REVIEW OF COMMUNITY RESOURCES

For each of the six required RPSS areas, complete a review of community resources that could be used to address the area(s) of need.

6. SMT RECOMMENDATIONS

After the inventory and assessment are complete, each item identified must be evaluated as to its effectiveness and efficiency. The review of community resources should also be used to determine possible options for the delivery of programs and services to meet the needs of the school's community. Provide recommendations for elimination or modification of programs or services that are not effective and efficient, or that overlap with the proposed new program or service, or community resource.

Note:

- An effective program or service is one that produces the expected and desired result.
- An efficient program or service is one that produces the intended result in a cost-effective way.

7. ACTIVITY PLAN

Utilizing the results of the inventory, evaluation of effectiveness and efficiency, and review of community resources, develop a comprehensive activity plan. This plan should identify all programs and services including collaborations, etc., and include existing programs to be continued, along with any new programs planned for implementation in each of the six RPSS areas. For each of the six areas, provide an Activity Plan form for the programs and services needed to implement the RPSS. Complete the following for each page of the Activity Plan:

a) Identifying Information: Insert the name of the district and school and check the appropriate RPSS area.

b) Goal and Objective: Create a goal(s) and objective(s) relating to accomplishment of the RPSS area. Where appropriate, the objective should target any area that is currently not meeting the state standard (e.g., dropout rate, attendance).

c) Activity: Describe the tasks and activities in chronological order planned for the accomplishment of each goal and objective in the Activity column; include the positions required for secondary schools in the regulations *N.J.A.C.* 6A:24-6.1(a) with their related tasks.

d) New or Existing Program: Place an "N" in this column if the program or service is NEW. Place an "E" in this column if the program or service is EXISTING in the school.

e) Timeline: Indicate the month and year the activity will be completed in the Timeline column. Avoid using "ongoing" for your activities. If ongoing is used frequently, it probably means that additional benchmark steps should be added to the activity.

f) Budget Description: In providing a budget description, use titles such as salary of teacher or dropout prevention officer, nurse's supplies, travel mileage, one conference registration, and/or 100 career textbooks. The description must be detailed and itemized so that it corresponds to the total sum of the GAAP Code on the Budget Statement.

g) 2000-2001 Amount: This column must be completed for all programs noted as existing in the previous column. List, in detail, all of the 2000-2001 expenditures necessary to complete the activity in the Budget Description column.

h) 2001-2002 Amount: List, in detail, all expenditures necessary to complete the activity in the Budget Description column.

THIS PAGE UPDATED OCT. 16, 2000

i) GAAP Code and Funding Source: Indicate the GAAP code from the Form J, Budget Statement, that coincides with the expenditures and costs for each activity, along with the revenue source (e.g., Demonstrably Effective Program Aid (DEPA), Title I, Distance Learning Aid).

j) Method of Accountability: Indicate in the Method of Accountability column the anticipated result/outcome and specific data that will track the impact of each program or service.

8. EVALUATION

Describe the methods that will be used to evaluate (1) the progress (formative) and outcomes (summative) of the goals and objectives in the 2001-2002 WSR RPSS Plan; and (2) student results. Describe the measures and instrumentation to be used, who will develop and conduct the evaluation, and how results will be used. The school should work in collaboration with the district to align its evaluation methods with those in the district's Accountability Plan.

9. SCHOOL-TO-WORK AND COLLEGE CHECKLIST

Provide all requested information to complete the checklist.

10. BUDGET STATEMENT FORM

Complete a budget form for each of the RPSS areas. The detailed activity plan that includes the budget for the proposed program or service should include, as appropriate, staffing, supplies, and other considerations based on the needs identified. It must also include the positions required for secondary schools in the regulations.

Enough budget detail must be provided so that the expenditure for each program, initiative or service can be easily determined and/or justified. Costs included in the budget must be driven by the program. If a secondary school wants to implement programs/services that exceed the parameters of the RPSS areas, but are essential to ensure educational success for a specified population of students, and without which such students cannot achieve success in attaining the CCCS, the school must apply for a "particularized need." (See the Particularized Needs Application at the end of this section.) It is the school's responsibility to provide information documenting that these programs/services are absolutely necessary.

- **Note:** WSR secondary schools must fold their RPSS plan and budget into their WSR Implementation Plan and School-based Budget located in Section IX.

Required Programs in Secondary Schools may be funded with current resources, the reallocation of existing resources and/or, when necessary, a request from the district for additional supplemental funds. Current existing resources may include allowable federal, state, and local resources including funds for one-time expenditures in the 2000-2001 budget that will not be continuing in 2001-2002 (e.g., major renovations, computer purchases, rewiring). The request for supplemental funds for an identified need must address all possible funding sources. If the identified need cannot be addressed with current school/district resources and the reallocation process, the district may then request supplemental funding.

A separate budget must be completed for each of the Required Programs in Secondary Schools. In the spaces provided, include a breakdown of all existing resources that will be allocated for the Required Programs in Secondary Schools by funding source and the amount that is being reallocated. If additional funds are being requested, indicate the estimated amount. The total for all identified resources should agree with the total amount for the Required Programs in Secondary Schools. The amounts provided are estimates. Actual requests for supplemental funding will be made through a separate application process that will be part of the district's February budget submission. Districts requesting additional Abbott v. Burke State Aid will be asked to identify other programs, services, and expenditures that would have to be eliminated if supplemental funding is not provided. Once approved, appropriations for Required Programs in Secondary Schools cannot be eliminated.

11. ATTACHMENTS

The following should be attached to the RPSS Plan if there are any changes from the previous year's submission:

RPSS AREA		ATTACHMENT
1	Health & Social Services	• Mechanism for Access and Referral
2	School Security Program	• Code of Conduct • Roster of Security Guards
3	Alternative Education	• Mechanism for Identification and Placement • Description of Program
4	School-To-Career or College	• STC Course Offerings • STC Checklist
5	Educational Technology	• NJDOE 2000 School Technology Survey
6	Professional Development	• List of Current Offerings

12. SMT REVIEW FORM - FORM K ATTACHED

This form should be used by the SMT to ensure that the plan submitted to the department is complete and comprehensive. Incomplete plans may delay approval or lead to disapproval by the department.

TECHNOLOGY PLAN (ASBTP) (2000 – 2002)

Educational Technology is a required component of the required programs for secondary schools. By completing the Abbott School-Based Technology Plan (ASBTP) and checklist, each school will have met the technology plan requirement. The Abbott School-Based Technology Plan and checklist include all substantive information necessary to determine if there is a concerted effort toward infusing educational technology into the curriculum for school years 2000-2002.

If questions arise as to the completion of this document, please contact your district technology director/coordinator or contact Linda Carmona-Bell, Office of Educational Technology, (609) 292-1414, e-mail address: lcarmona@doe.state.nj.us.

Checklist Instructions:

a) Fill in the county name, district name, and school name.
b) Indicate the whole school reform model adopted by your school. If no model has been adopted by your school, indicate "N/A" in the space provided (for non-WSR secondary schools only).
c) Fill in the grade level of the school, the number of students in the school for school year 2001-2002, and the number of teachers in the school for school year 2001-2002.
d) Indicate the school website address. If the school does not have a direct website address, please indicate the school district's website address.

Note that a correlation **must** exist between the Abbott School-Based Technology Plan (ASBTP) and the district technology plan (DTP). For every question asked on the checklist, enter the page numbers in the corresponding column where the information may be found in the district technology plan (DTP).

VISION

The vision of the school for educational technology over the next two years is to be conveyed. Also include the names and titles of all persons involved with working on the completion of the checklist/technology plan.

GOALS AND OBJECTIVES

The goals and objectives must be linked to the school's vision over the next two years. The goals and objectives need not include all of the district's goals and objectives. However, it is expected that there will be a correlation of goals and objectives between the two plans.

If the school has already adopted a whole school reform model, show how the goals and objectives already stated reflect incorporating technology into the reform model. If the school has not adopted a model, answer "N/A" (for non-WSR secondary schools only).

SURVEY

The Office of Educational Technology requested completion of educational technology surveys by each school in the spring of 2000. If a copy of the school survey is not available to be attached, complete the survey online, print it and attach a copy to the checklist/technology plan. The survey may be obtained from the NJDOE Web site:
http://www.state.nj.us/njded/techno/survey/result/2000/form.htm

IMPLEMENTATION STRATEGIES/ACTIVITY/BUDGET TABLES

The attached table is available on the department's website under the Abbott School-Based Technology Plan Checklist at:
http://www.state.nj.us/njded/techno/localtech/index.html

Use the table to update activities to meet the goals and objectives specified on the submitted 2000-2002 Technology Plan. Download the table and complete each section. Be sure to include the goal and objective to which the strategy and activity are related. Update the strategies that will lead to the accomplishment of the objective and the specific activities that occur in the classroom using technology.

The activities, when linked to appropriate objectives, must include, at a minimum, professional development; examples of infusing technology into the adopted WSR model and the curriculum; and acquisition and maintenance of hardware, software and all related technology items such as wiring, network access, telecommunications and facilities.

Indicate the title of the person **directly** involved with implementing the strategy/activity.

Provide the funding source, budget detail (e.g., # computers @ per unit cost = total dollar amount) proposed for 2000-2002 associated with implementing the strategy/activity. The funding source may be referenced by the FUNDING SOURCE KEY provided at the bottom of the table.

For non-WSR secondary schools, indicate "N/A" in the Workpaper column.

Indicate the month and year for which the strategy/activity has occurred or will occur.

EVALUATION PLAN

Provide a brief narrative on the process for regularly evaluating educational technology programs, resources, and services in your school.

The attached table is available on the department's Website under the Abbott School-Based Technology Plan Checklist at:
http://www.state.nj.us/njded/techno/localtech/index.html

Download the table and complete each section. Be sure to include the goal to which the objective is related.

For each objective noted in the Goals and Objectives section, indicate the tools or criteria that will be used to determine if the objective was successful. Outcome-based results (i.e., student report, curriculum change) may be used as an evaluative measure.

Indicate the name and title of the person(s) directly involved with conducting and analyzing the evaluation results for each objective.

Indicate the month and year when the evaluation will occur.

SIGNATURES

Since the completion of this checklist/plan is also the school's technology plan, there is a need to ensure that all involved with its implementation are familiar with its contents. Therefore, the completed document is to be reviewed, signed and dated by an SMT representative, the school principal, and the district's technology director/coordinator.

Provide the name of the person most familiar with the technology plan in the event that clarifications or revisions are needed. Include the name, title, direct telephone number and e-mail address. Note that e-mail will always be the preferred method of communication by the Office of Educational Technology with the contact person.

FORM A
SUBMISSION CHECKLIST FOR RPSS PLAN

ALL secondary schools: Use this checklist to ensure that the contents of your RPSS submission package are complete. A complete copy of the instructions and forms is located on the NJDOE Web site:

http://www.state.nj.us/njded/abbotts/guide/

A feature has been built in to assist you in tracking the date of each draft during the preparation process. In the footer at the bottom of the page for each form, there is a place to enter a date. This date will automatically change every time the document is accessed, thereby keeping track of updated revisions.

____ Cover Page - Form B

____ 1999-2000 RPSS Plan Review of Progress - Form C

____ Inventory and Assessment for Each RPSS Area - Form D

____ Review of Community Resources for Each RPSS Area - Form E

____ SMT Recommendations for Each RPSS Area - Form F

____ Activity Plan for Each RPSS Area - Form G

____ Evaluation Form - Form H

____ School-to-Career and College Initiatives Checklist - Form I

____ Budget Statement for Each RPSS Area - Form J

____ SMT Review Checklist – Form K

____ Abbott School-Based Technology Plan (ASBTP) Checklist – Form L

____ Supporting Documentation or Required Attachments (Revisions)

____ Approval by the CSA, Principal and Chair of the SMT if Other than Principal

REVISED PLAN -- Check below any areas of the 2000-2001 RPSS Plan where revisions have been made or new programs and/or services have been added:

1 ___Health and Social Services
2 ___Security
3 ___Alternative Education
4 ___Professional Development
5 ___School-to-Work or College
6 ___Technology

____ Local Particularized Need Request Attached: Specify

	Name of Particularized Need	Total Amount Requested
1		
2		

FORM B

COVER PAGE FOR RPSS PLAN

DATE:	MIDDLE SCHOOL ___ HIGH SCHOOL ___	GRADE LEVELS REPRESENTED:__-__

REGION: __North __Central __South	TOTAL STUDENT POPULATION:
SCHOOL ADDRESS-1:	# SP. ED. TEACHERS:
SCHOOL ADDRESS 2:	# SELF-CONTAINED SP. ED. CLASSROOMS:
SCHOOL PRINCIPAL:	# SP. ED. AIDES:
PRINCIPAL PHONE:	CURRENT # SECURITY GUARDS:
PRINCIPAL FAX:	CURRENT # TEACHERS:
PRINCIPAL E-MAIL:	CURRENT # ADMINISTRATORS:
DISTRICT CONTACT PHONE:	TOTAL FUNDS REQUESTED:

Does the school currently have a full-time health & social services coordinator ?_____yes _____no;
a full-time dropout prevention officer ?_____yes _____no; a full-time media technology specialist ? ___yes ___no;
a full-time technology coordinator ?_____yes _____no?

Does the school have an on-site health and social services clinic? ____yes _____no
Does the school refer to outside health and social service clinics ?_____yes _____no

CERTIFICATION

To the best of my knowledge and belief, the information contained in the Required Programs in Secondary Schools Plan is true and correct.

Certification of School Principal:	Signature - Date-
Certification of SMT Chair:	Signature - Date-
Certification of Business Administrator:	Signature - Date-
Certification of Chief School Administrator:	Signature - Date-

The Required Programs in Secondary Schools Plan has been duly authorized by the SMT of the
___________________________ School. We have included the required copies as specified.

Submit the correct number of requested copies of the Required Programs in Secondary Schools Plans no later than:

December 1, 2000

FORM C
1999-2000 RPSS PLAN REVIEW OF PROGRESS

COMPLETE ONE REVIEW OF PROGRESS FORM FOR EACH RPSS AREA
(Duplicate this form as needed.)

CHECK:

__Health & Social Services
__Alternative Education
__Educational Technology
__Security
__Professional Development
__School-to-Career or College

Answer each question on the form by repeating the question and providing a summary response.

1. Describe your progress in the achievement of activities and objectives.
2. Explain the degree to which activities were fully or partially implemented.
3. Provide the status of staffing for the required positions and the impact of these positions on student achievement.
4. Provide a summary of your evaluation outcomes.
5. Describe any barriers to implementation of activities in the previous year and how they were overcome.
6. Describe your progress in WSR exploration including models explored, developer visits, staff visits to other schools, and progress toward adoption of a model by January 30, 2001.
7. Indicate any revisions required, and include a discussion of problems encountered.

FORM D
INVENTORY AND ASSESSMENT

Complete an Inventory and Assessment for each of the RPSS areas listed below. Duplicate this page as needed for each RPSS area. Provide a check for the area completed on each form.

1 ___A Mechanism for Access to Health and Social Services
2 ___School Security Program
3 ___A Mechanism for Identifying Students Requiring Alternative Education
4 ___Professional Development
5 ___School-to-Work or College Transition
6 ___Technology Requirement Met by 2000 Survey

The purpose of this form is to provide a comprehensive list of programs and services that exist in your school for the RPSS area checked above. On the table below, provide the following: (A) a detailed list of the programs and services that exist in the school, district and/or community that support the checked RPSS area; (B) the name of the provider; (C) the number of students or participants served; and (D) the cost of the program.

	A Program or Service Existing	B Provider School or Community (list name of outside agencies)	C Number of Students Served	D Cost of Program
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

NOTE: Attach supporting documentation (a summary of hard data on impact) that confirms the results of the inventory and assessment. Do not attach logs or attendance forms.

FORM E
REVIEW OF COMMUNITY RESOURCES

Complete a Review of Community Resources Form for each of the RPSS areas listed below. Duplicate this page as needed for each RPSS area. Provide a check for the area completed on each form.

1 ___A Mechanism for Access to Health and Social Services
2 ___School Security Program
3 ___A Mechanism for Identifying Students Requiring Alternative Education
4 ___Professional Development
5 ___School-to-Work or College Transition
6 ___Infusion of Educational Technology

The purpose of this form is to investigate community resources that could possibly be used in the coming year to assist you in providing needed programs and services to students in your school. On the table below, provide the following: (A) a list of programs and services existing in the community; (B) the name of community agencies that provide the service but are not currently used by the school; (C) the contact and telephone number for the community agency; (D) the reason the outside agency is not currently used; and (E) the cost of the service or program if provided by the outside agency.

	A Program or Service Existing in Community	B Community Agencies that Provide the Program or Service not Currently Used.	C Contact Person and Telephone Number	D Reason Outside Agency not Currently Used	E Cost of Service or Program by Outside Agency
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10					
11					
12					
13					
14					

FORM F
SMT RECOMMENDATIONS

Duplicate this page as needed for each RPSS area. Provide a check for the area completed on each form.

1 ___A Mechanism for Access to Health and Social Services
2 ___School Security Program
3 ___A Mechanism for Identifying Students Requiring Alternative Education
4 ___Professional Development
5 ___School-to-Work or College Transition Programs
6 ___Infusion of Educational Technology

The purpose of this form is to provide a concise table that represents the SMT review of all programs and services in the checked RPSS area and to recommend if the program or service is needed. After the inventory and assessment are complete, each item identified must be evaluated as to its effectiveness and efficiency. Provide recommendations for elimination or modification of programs or services judged less than efficacious and efficient, or which overlap with the proposed new program or service. An effective program or service is one that produces the expected and desired result. An efficient program or service is one that produces the intended result in a cost-effective way. On the table below, provide the following: (A) a detailed list of programs and services; (B) whether the program or service is new or existing: (C) recommendation to continue or discontinue the program or service based on effectiveness (how well these programs and services are serving the student population); (D) a determination if the program is cost effective; (E) supporting documentation of need for the program or service and evidence of effectiveness (research-based). ANY PROGRAM OR SERVICE RECOMMENDED (EXISTING OR NEW) MUST BE TRANSFERRED TO THE ACTIVITY PLAN.

	A	B	C	D	E
	Program or Service	New (N) or Existing (E)	Recommendation to Continue or Discontinue Based on Effectiveness	Cost Effectiveness of Program or Service	Supporting Documentation Attached Regarding Effectiveness of Recommended Programs & Need
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

FORM G
RPSS ACTIVITY PLAN

Complete an activity plan for each of the six areas

District:	School:

Name of RPSS Area: ____Health & Social Services ____Security ____Alternative Education
____School-to-Career or College ____Professional Development ____Educational Technology

Goal Statement:

Objective:

#	Activity	N or E *	Timeline	Budget Description	2000-2001 Amount	2001-2002 Amount	GAAP Code Funding Source	Method of Accountability
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								

Attach appropriate supporting documentation for this RPSS Area:

* N=New E=Existing

FORM L
ABBOTT SCHOOL-BASED TECHNOLOGY PLAN (ASBTP)
CHECKLIST AND REVIEW FORM FOR 2000-2002

County: ______________________ **District:** ______________________________________
School Name: ____

Adopted Whole School Reform model: ____

School grade level: ______ Number of students in school: ____ Number of teachers in school: ____________
School and/or district Web site address: ____

Page # in ASBTP	Page # in DTP	For NJDOE Use ONLY		LINK ALL OF THE FOLLOWING SCHOOL-BASED TECHNOLOGY PLAN (ASBTP) COMPONENTS TO THE DISTRICT TECHNOLOGY PLAN (DTP)
		NO	YES	
				VISION • *What is the* ***vision*** *for technology in your school over the next two years?*
				• *List the titles of all* ***persons involved*** *in the development of the school's 2001-2002 technology plan.*
				GOALS AND OBJECTIVES (through 2001) • *What are the school's goals and objectives? Be sure to* ***link them to the district technology plan's*** *goals and objectives.*
				• *If your school has adopted a Whole School Reform model, describe how the adopted model is* ***incorporated into your school's goals and objectives*** *for technology?*
				SURVEY • *Attach a copy of the completed school survey form from NJDOE's 2000 School Technology Survey.*
				IMPLEMENTATION STRATEGIES/ACTIVITY NARRATIVE • *Describe how the school is* ***acquiring and maintaining all equipment, including building wiring and networking items.*** • *Describe the* ***professional development activities for teachers, administrators, and school library media personnel*** *for 1999–2000 and 2001-2002.*
				IMPLEMENTATION STRATEGIES/ACTIVITY/BUDGET TABLES Complete the ASBTP implementation strategies/activity/budget tables to describe the implementation strategies and educational technology school-based activities/ link with the CCCS/ responsible party/timeline/ and costs for 2001-2002 school year.
	N/A			**BUDGET SUMMARY PAGE** **List all expenditures from activity tables and indicate amounts, including budget details, total allocation, funding source and workpaper reference.**
				EVALUATION PLAN Complete the ASBTP to describe how the evaluation of the goals and objectives for technology in your school will be accomplished.

Reviewed by:

________________________ Date: ________ E-mail: ________
Signature of SMT Representative

________________________ Date: ________ E-mail: ________
Signature of School Principal

________________________ Date: ________ E-mail: ________
Signature of District Technology Director/Coordinator

The person to contact for questions about the school technology plan: (PLEASE PRINT)

Name: ________________ Title: ________________

Phone number: ________________ E-mail address: ________________

ABBOTT SCHOOL-BASED TECHNOLOGY PLAN (ASBTP)

IMPLEMENTATION STRATEGIES/ACTIVITY/ BUDGET TABLES for COHORT 3

SCHOOL YEARS 2000-2002

District Name: ____________________ **School Name:** ____

Goal: ____

Objective: ____

The ACTIVITIES listed **must include**: professional development; specific examples of infusion of technology into the adopted WSR model and the curriculum; and acquisition and maintenance of hardware, software and all related technology items such as wiring, network access, maintenance, telecommunications fees, and facilities. **NOTE:** Each item in the budget detail must also appear in the corresponding workpaper.

STRATEGY/ ACTIVITY	CCCS related to Strategy Activity	title of person(s) that will implement strategy or activity	Budget detail and funding source (see KEY)	Work-paper	Timeline 2000-2001 or 2001-2002

FUNDING SOURCE KEY:
School Funding = S
District Funding = D
Grant Funding = G
Other Funding = O, please specify in table

202

203

ABBOTT SCHOOL-BASED TECHNOLOGY PLAN (ASBTP)

EVALUATION PLAN

SCHOOL YEARS 2000-2002

District Name: ____________ School Name: ______________________________

GOAL: ____

OBJECTIVE (Refer to the ASBTP implementation strategies/activity/budget table)	Tools or criteria used to determine the success of the objective	Person(s) that will evaluate the objective	Timeline for Evaluation (Indicate month and year)

FORM H
EVALUATION FORM

District:______________________________ School:____

Describe the methods that will be used to evaluate (1) implementation progress (formative) and (2) outcomes (summative). Evaluation of implementation progress should determine to what degree the activities described in the plan have been undertaken (are they happening?). Evaluation of outcomes should determine effects on student achievement (is it working?).

Describe what measures will be used, who will develop and conduct the evaluation, when and how often the evaluation will occur, and how results will be used.

THIS PAGE UPDATED OCT. 16, 2000

FORM I
SCHOOL-TO-CAREER AND COLLEGE INITIATIVES CHECKLIST AND REVIEW FORM FOR 2001-2002

Adopted Whole School Reform Model:

Number of students in school: **Middle School** _____ **High School** _____

Number of Teachers in School: **Middle School** _____ **High School** _____

RPSS Activity Plan Page #	**Perkins Plan Page #**	**For NJDOE Use Only**		**Has the SMT included the following School-to-Career (STC) components in its WSR and RPSS plans?**
		YES	**NO**	
				A. Is STC integrated into the WSR model design?
				B. INVENTORY OF PROGRAMS/FUNDING SOURCES • Has the SMT provided a listing of all existing programs, by grade level, under each component of STC: 1) school-based, 2) structured learning experiences, and 3) connecting activities?
				• Are the Perkins programs offered in the school included?
				• Are Cross-Content Workplace Readiness Standards reflected?
				C. COLLABORATION OF PERSONNEL /BUDGET/SERVICES • Is a list of the names and titles of all persons involved in the assessment, development and implementation of the school's 2001-2002 STC RPSS plan provided? • teachers
				• guidance counselors
				• administrators
				• fiscal staff
				• parents
				• employers
				• community leaders/community-based organizations
				• Are all funding sources to be utilized listed? • School to Career (STC)
				• Perkins
				• Other sources
				• Is collaboration with existing STC and Perkins personnel reflected in the plan?
				D. IMPLEMENTATION STRATEGIES/ACTIVITIES: SCHOOL-BASED LEARNING • **Is a comprehensive career guidance and counseling program included for all students?**
				• Does instruction integrate academic and occupational concepts?
				• Are students counseled and enrolled in courses in one or more clustered disciplines?
				• Are career awareness and exploration activities provided for all students?
				• Are strategies being implemented for secondary and postsecondary articulation (i.e. Tech Prep programs)?
				• Are professional development activities provided for staff related to Cross-Content Workplace Readiness Standards? • Is staff allowed to attend professional development activities outside of the district?

RPSS Activity Plan Page #	Perkins Plan Page #	For NJDOE Use Only		Has the SMT included the following School-to-Career (STC) components in its WSR and RPSS plans?
		YES	NO	
				E. IMPLEMENTATIONSTRATEGIES/ACTIVITIES: STRUCTURED LEARNING EXPERIENCE • Has the district board of education designed structured learning experiences as rigorous activities that integrate curriculum and are linked to Core Curriculum Content Standards? An example might be project-based learning activities.
				• Are opportunities for students provided that allow for a variety of employment positions/activities within an industry?
				• Are comprehensive guidance, mentoring and placement services provided?
				• Does the school provide a means for students to participate in a series of paid or unpaid experiences, i.e. volunteerism, community service, cooperative education, school-based enterprises, and/or internships if requested by students?
				F. IMPLEMENTATION STRATEGIES/ACTIVITIES: CONNECTING ACTIVITIES • Does the instruction provide for activities that match students to structured learning experiences: visits to job sites, industry speakers, mentoring, and/or job shadowing?
				• Are there comprehensive career guidance and placement services available for students?
				• Is technical assistance provided for all stakeholders?
				G. EVALUATION PLAN • Is there a plan to complete a formative and summative evaluation of all program components?
				• Is there a plan and evidence of implementation of participating student follow-up to determine post-program outcomes on student placements and activities?

FORM J

2000-2001 BUDGET STATEMENT FORM

COMPLETE ONE BUDGET STATEMENT FORM FOR EACH RPSS AREA

CHECK:

__Health & Social Services
__Alternative Education
__Educational Technology
__Security
__Professional Development
__School-to-Career or College

District	School	County	District Code	School Code

EXPENDITURE CATEGORY	FUNCTION / OBJECT CODES	FUNDING SOURCE 2000-2001	2000-2001 BUDGET	2001-2002 BUDGET
INSTRUCTION	100-			
Salaries of Teachers	100-101			
Other Salaries for Instruction	100-106			
Purchased Prof. & Tech. Serv.	100-300			
Other Pur. Serv. (400-500)	100-500			
Tuition	100-560			
General Supplies	100-610			
Textbooks	100-640			
Other Objects	100-800			
SUBTOTAL INSTRUCTION				
SUPPORT SERVICES	200-			
Sal. Of Supervisors of Instr.	200-102			
Sal. of Program Directors	200-103			
Sal. of Other Prof. Staff	200-104			
Sal. of Secr. & Clerical Assist.	200-105			
Other Salaries	200-110			
Personal Serv. -Benefits	200-200			
Purchased Prof. - Ed. Services	200-320			
Other Purchased Prof. Services	200-330			
Purchased Technical Services	200-340			
Rentals	200-440			
Contr. Servs - Transport. Other Than Betw. Home & School	200-516			
Travel	200-580			
Other Pur. Serv. (400-500)	200-590			
Supplies and Materials	200-600			
Other Objects	200-890			
SUBTOTAL - SUP. SERV.				
FACILITIES ACQ & CONSTR SERV	400-			
Buildings (Use Charge)	400-720			
Instructional Equipment	400-731			
Noninstructional Equipment	400-732			
SUBTOTAL - FAC ACQ 7 CONSTR				
TOTAL				

FORM K
SMT REVIEW CHECKLIST

This form should be used by the SMT to ensure that the plan submitted to the department is complete and comprehensive. Incomplete plans may delay approval or lead to disapproval by the department.

Plan Component Question Yes/No

	Plan Component	Question	Yes/No
1.	**Cover Page** **Form B**	Are all sections completed correctly with required signatures?	
2.	**Review of Progress** **Form C**	Does the review of progress contain all necessary components:	
		a) Achievement of objectives?	
		b) Activities completed?	
		c) Evaluation summary?	
		d) Status of WSR adoption?	
3.	**Inventory** **Form D**	Is the inventory complete and does it contain:	
		a) A form for each of the RPSS areas?	
		b) Supporting documentation that confirms the results of the inventory and assessment (hard data)?	
		c) Number of students and/or participants using the program or service?	
		d) Costs of the program or service?	
4.	**Community Resources** **Form E**	a) Has a form been completed for each RPSS area?	
		b) Has an adequate inventory of community services been completed?	
		c) Are any community providers more cost effective than the school-based program?	
		d) Are any community providers more cost effective than the school-based program?	

	Plan Component	Question	Yes/No
5.	**SMT Recommendation** **Form F**	a) Has the recommendation for continuing or discontinuing programs or services examined all evidence for effectiveness and efficacy? (See Section VII for guidance.)	
		b) For new programs and services, is adequate documentation provided to establish that the proposed program or service has worked successfully in other schools with similar characteristics?	
		c) Has a form been completed for each RPSS area?	
		d) Is supportive documentation for recommendations attached?	
		e) Is there an explanation for each existing program as to why it should be continued or discontinued?	
6.	**Activity Plan** **Form G**	Does the plan include the following:	
	Goals	a) Appropriate goals?	
	Objectives	b) Measurable objectives that, where appropriate, target outcomes that are currently below state standards?	
	Areas	c) A form for each RPSS area?	
	Activities	d) Adequate activities to achieve objectives?	
		e) Adequate timelines to accomplish activities?	
		f) Budget data that correspond to expenditures on the budget statement?	
	Accountability	Are the methods of accountability adequate?	
	Technology Plan **Form L**	g) Is the technology plan attached?	
	Evaluation **Form H**	h) An evaluation measure for accomplishment of each program/service and objective?	
		i) Are the methods and data used to evaluate progress and outcomes of goals and objectives adequate?	

	Plan Component	Question	Yes/No
		j) Are methods used to evaluate student outcomes adequate?	
	School-to-Career Checklist **Form I**	Is the school to career checklist attached?	
7.	**Attachments**	Are the required attachments included for each area?	
8.	**Budget** **Form J**	Has the following information been completed correctly on the budget page:	
		a) Funding source?	
		b) 2000-2001 Budget	
		c) Existing funds allocated?	
		d) Funds reallocated?	
		e) How cost effective is the budget?	
		f) Are all programmatic needs included in the budget?	
		g) Are all required positions included in the budget?	

APPLICATION
LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE

INSTRUCTIONS AND FORMS

David C. Hespe
Commissioner of Education

Barbara Anderson
Assistant Commissioner
Division of Student Services

Thomas McMahon
Assistant Commissioner
Division of Finance

Submission Due Date:
December 1, 2000

To be submitted with
Whole School Reform Implementation Plan
Required Programs in Secondary Schools Plan

NEW JERSEY DEPARTMENT OF EDUCATION
PO Box 500
Trenton, NJ 08625-0500

A. LOCAL PARTICULARIZED NEED

A local particularized need is one characterized by the following:

- **is supported by an assessment of needs of a specified population of students in a given school or for early childhood programs in the district;**
- **has been demonstrated to be the cause of student failure in achieving the Core Curriculum Content Standards;**
- **can be remedied or corrected by a program or service, which has been formally evaluated to demonstrate its effectiveness; and**
- **is not effectively addressed by a WSR model or a whole school alternative program design, nor by the required secondary programs.**

> ➢ **A particularized need is school-based.**
> ➢ **Supplemental funding is district-based.**

Subsequent to the completion of the WSR implementation plan or the Required Programs in Secondary Schools plan, the School Management Team (SMT) may consider whether there exists a particularized need for further supplemental educational programs or services which are essential to ensure students' educational success and without which students cannot achieve the Core Curriculum Content Standards (CCCS). If such a need is determined, the SMT is responsible for providing a recommendation to the local board of education.

Administrative Code provides that, upon determination by the school board that a school has demonstrated a particularized need for an essential program or service, the school board must submit to the Department of Education (DOE) a proposed programmatic plan to address the particularized need. The purpose of this plan is to determine the required elements. The board's request for reallocation or additional funds to support a particularized need will be reviewed by the DOE in the context of the district budget review process.

NO PROGRAMS OR SERVICES BEYOND THOSE REQUIRED BY THE WSR MODEL OR APPROVED DESIGN SHALL BE APPROVED UNLESS A PARTICULARIZED NEED IS DEMONSTRATED PURSUANT TO *N.J.A.C.* 6A:24A-5.1.

STATE REGULATIONS SUMMARY

The applicable sections of Chapter 6A:24 for a local particularized need include:

- 1.2 – Definitions
- 2.3 - Training of School Management Team Members
- 3.4 - Early Childhood Program Operational Plan
- 4.2 - Whole School Alternative Program Design
- 4.3 - Submission of WSR Implementation Plan
- 4.4 - School-Based Budgets
- 5.1 - Demonstration of Particularized Need
- 5.2 - Application for Supplemental Programs or Services
- 6.1 - Implementation of Required Programs in Secondary Schools
- 7.1 - Application for Additional State Aid
- 8.1 - Long Range Facilities Plan

G.

H. B. APPLICATION FOR LOCAL PARTICULARIZED REVIEW

The New Jersey Department of Education (NJDOE) will review submissions to ensure the following:

- required sections are complete and accurate;
- particularized needs described are supported by an assessment of student needs;
- particularized needs described have been shown to be the cause of student failure in achieving the CCCS;
- programs or services proposed as the remedy are documented by evidence showing they have worked successfully in the school and/or in other schools with similar characteristics and proven to address the identified need and are not provided by the WSR model or Required Programs in Secondary Schools;
- expenditures support the programs described and are not provided within the illustrative budget or Required Programs in Secondary Schools;
- the submission is complete, including signatures, assurances; and
- SMTs and LEAs are notified of final approvals.

Incomplete submissions may delay approval of the application or lead to disapproval. Once a Local Particularized Need Plan is approved it must be incorporated into the district budget using Fund 15.

C. PLAN APPROVAL PROCESS

I.

Plans will be reviewed by the department to ensure that schools have followed the code requirements. All plans must:

- have all cover page information and signatures;
- be based on a comprehensive needs assessment. Careful consideration must be given to providing a plan that is based on the documented needs of the identified student population; and
- have attached all required justifications, descriptions, and supporting documentation.

The department will review all plans during the budget process and will contact the district and school to discuss the status of their plans.

The following are the steps in the approval process of local particularized needs:

Step 1. Needs Assessment indicates a Particularized Need should be submitted.

Step 2. SMT consults with principal and CSA to consider if a demonstrated particularized need exist.

Step 3. Determination of Particularized Need by SMT should include:
   A. Assessment of student achievement of CCCS
   B. Where the CCCS are not being met a determination that failure of those students is caused by a particularized needs which are not capable of being addressed by existing WSR or required secondary programs at the school level;
   C. An inventory of currently used programs and services targeted to the area(s) of need, together with an assessment of their effectiveness and efficiency in meeting such need, and an explanation as to why they are insufficient to meet the identified needs; and
   D. Review of community resources which could be used to address the identified areas of need and an explanation as to how they are being used or why they are not being used.

Step 4. SMT recommends to the board, with a copy to the SRI, the appropriate supplemental programs and services, which shall be documented by evidence that the programs and services have worked successfully in the school and/or in other schools with similar characteristics and proven to address the identified need.

Step 5. The board responds to SMT in writing:
   A. In those instances where a board does not agree that the SMT has demonstrated a particularized need, the board shall provide to the SMt a detailed statement of the reasons for its determination.
   B. In those instances where the board determines that a particularized need for a recommended supplemental program or service has been demonstrated, the board shall submit its proposed plan for the program to the department for approval in accordance with provisions of N.J.A.C. 6A:24-7.1.
   C. In those instances where a board determines that resources are insufficient to support the supplemental programs or services approved pursuant to N.J.A.C. 6A:24-5.2 after all possible reallocation at the school and district levels have been made, the board shall apply to the department for additional state aid in accordance with the requirements of N.J.A.C. 6A:24-7.1.

Step 6. The board submits its proposed plan for the program or service to the department for approval. Applications for such approval shall be submitted on forms provided by the department and shall at a minimum include:
   A. The particularized needs forms.
   B. A demonstration that one or more public hearings have been held in order to obtain parent, student, teaching staff and citizen input on the application
   C. A general description of the supplemental program(s) or service(s) and an explanation of the particularized need(s) which shall be met in order to enable those students to achieve the Core Curriculum Content Standards;
   D. A demonstration that the supplemental program(s) or service(s) is documented by evidence that the program(s) or service(s) have worked successfully in the school

and/or in other schools with similar characteristics and is proven to address the identified need(s)

E. A plan for evaluating the continuing effectiveness and efficiency of the supplemental

F. program(s) or service(s);

G. A demonstration that the requested supplemental programs or services will not delay or impede implementation of, and does not duplicate, WSR or secondary programs and services required;

H. A recommendation of elimination or modification of existing programs or services identified as less than effective and efficient, or which would overlap with proposed new program or service; and

I. An operating budget for the purpose of the supplemental program(s) or service(s).

Step 7. Supplemental programs or services that are not approved by the department pursuant to N.J.A.C.6A:24-5.2 cannot be included in a district wide budget that requests additional state aid pursuant to N.J.A.C.6A:24-7.1.

A. Any application for supplemental programs or services denied by the Department may be appealed to the Commissioner pursuant to the provisions of N.J.A.C. 6A:24-9.1.

INSTRUCTIONS

The board must submit a separate application for each discrete or unrelated particularized need for a supplemental program or service. Separate applications are required for each school within a district even though two or more schools may have demonstrated very similar particularized needs. A signed board resolution must be submitted with the application. At a minimum, the programmatic plan for a particularized need should include:

1. Cover Page- Form Provided

Insert the date of the signed board resolution in the space provided.

2. Definition of Identified Particularized Need

3. Program Description

Provide the following in the Program Description:

- a description and explanation of the particularized need that the programs or services proposed as the remedy will address to enable the identified students to achieve the CCCS;
- a description of how the requested supplemental program will not delay or impede implementation of, or does not duplicate, WSR programs, Required Programs in Secondary Schools, or other services required elsewhere in the regulations;
- a description of the district's plan for incorporating the program or service into subsequent regular budgeting cycles.
- inventory and assessment of all such existing programs that have not been already included in the WSR Implementation Plan or Required Programs in Secondary Schools;

4. Description of Methods and Results

Describe the methods and results of the student needs assessment underlying the request, including an identification of the specific population(s) to be served.

5. Justification

Provide a justification that shows that the needs to be addressed cannot be met through existing WSR or Required Programs in Secondary Schools. This justification should include the following:

- Supporting documentation that confirms the results of the inventory and assessment;

- Explanation for why each existing WSR or RPSS program is insufficient to meet the identified need.

- If the application is for on-site health and social services, an explanation as to why the program cannot be provided efficiently or effectively off site.

6. Detailed Activity Plan – Form Provided

On each Activity Plan form, state the name of the district, school, WSR model or Required Program in Secondary Schools area, current date and page number. The revision date will be used if revisions are necessary. Indicate cohort or Non-WSR secondary school on each form. Complete the following for each page of the Activity Plan:

- create a goal, objective and benchmark relating to accomplishment of the particularized need;
- describe the tasks and activities in chronological order planned for the accomplishment of each goal and objective in the Activity column;
- indicate the month and year the activity will be completed in the Timeline column;
- list, in detail, all expenditures necessary to complete the activity in the Budget Description column;
- include the cost of each detailed expenditure in the Budget Amount column;
- indicate the GAAP code and Workpaper from the school based budget form which coincides with the expenditures and costs for this activity; and
- indicate in the Evaluation column the anticipated result/outcome & specific data that will track the impact of each program or service.

7. Budget – Form Provided

A detailed plan and budget for the proposed program or service, including staffing, supplies, facilities and other considerations, as well as a demonstration, where appropriate, of compliance with applicable law. A separate budget form (attached) must be submitted for each particularized need submitted by a school.

An identified particularized need may be funded with current resources, the reallocation of existing resources and/or a request for additional supplemental funds. Current existing resources may include allowable federal, state, and local resources including funds for one-time expenditures in the 2000-2001 budget that will not be continuing in the 2001-2002 (e.g., major renovations, computer purchases, rewiring). The request for supplemental funds for an identified need must address all possible funding sources. If the identified need cannot be addressed with current resources, a district may request supplemental funding.

Complete a budget statement for the identified particularized need. In the spaces provided, include a breakdown of all existing resources that will be allocated for the particularized need by funding source and the amount that is being reallocated. If additional funds are being requested, indicate the estimated amount. The total for all identified resources should agree with the total amount for the particularized need. The amounts provided are estimates. Actual requests for supplemental funding will be made through a separate application process that will be part of the February budget submission. Those districts making supplemental funding requests will be asked to identify other programs, services and expenditures that would have to be eliminated if supplemental funding is not provided. **Once approved, appropriations for particularized needs cannot be eliminated.**

Date of Revision__________ Page _____ of _____

FORMS

A. SUBMISSION CHECKLIST FOR THE APPLICATION FOR LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE

J.

Use this checklist to ensure that the contents of your Particularized Needs submission package are complete.

_____ Cover Page (Form Provided)

_____ Definition of Identified Particularized Need

_____ Program Description

_____ Description of Methods and Results of Student Needs Assessment

_____ Justification Showing that WSR Model or Required Secondary Program Does Not Address Student Need

_____ Inventory and Assessment of All Existing Programs

_____ Supporting Inventory and Assessment of all Existing Programs Documentation

_____ Explanation for Why Each Existing Program Does Not Meet Particularized Student Need

_____ Health and Social Service Request--Explanation Why the Program Cannot Be Provided Effectively Off Site

_____ Detailed Activity Plan (Form Provided)

_____ Budget (Form Provided)

Date of Revision__________ Page _____ of _____

NEW JERSEY DEPARTMENT OF EDUCATION
LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE
B. COVER PAGE

SCHOOL:	NAME OF PROPOSED PARTICULARIZED NEED PROGRAM:
DISTRICT:	POPULATION SERVED:
COHORT: ___1ST ___2nd ___mid-yr. 2nd ___3rd WSR MODEL:	SECONDARY SCHOOL: _____MIDDLE ___HIGH GRADES SERVED: ____________ TO __________
CURRENT DATE:	REGION: ___North ___Central ___South
DISTRICT CONTACT:	GRADE SPAN OF SCHOOL:
DISTRICT CONTACT PHONE:	SCHOOL PRINCIPAL:
DISTRICT CONTACT FAX:	PRINCIPAL PHONE:
DISTRICT CONTACT E-MAIL:	PRINCIPAL FAX:
SCHOOL ADDRESS:	PRINCIPAL E-MAIL:
DISTRICT BUSINESS ADMINISTRATOR NAME:	STATE, ZIP
DISTRICT ADDRESS—CITY, STATE, ZIP	DISTRICT BUSINESS ADMINISTRATOR PHONE/FAX:
	TOTAL FUNDS REQUESTED:

CERTIFICATION

To the best of my knowledge and belief, the information contained in the Local Particularized Need for Supplemental Program/Service Application is true and correct.

Certification of School Principal:	
Certification of WSR School Facilitator:	
Certification of Chief School Administrator:	
Certification of Board of Education:	

The Local Particularized Need Application has been duly authorized by the SMT of the ____________________________, School. We have included the copies specified in the instructions

Certification of SMT Chair:	
SMT Chair Address:	SMT Chair Phone:

Local Particularized Needs Applications must be included with the WSR Implementation Plan or RPSS Plan and received by:

December 1

K. ACTIVITY PLAN
FOR LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE

Duplicate as required.

District:

School:

Cohort: ____ 1st ____ 2nd
____ mid-yr. 2nd ____ 3rd

WSR Model:

Non-WSR Secondary School

Name of Proposed Particularized Need Program or Service:

Goal Statement:

Objective:

Population:

#	Activity	Timeline	Budget Description	Budget Amount	GAAP Code & Workpaper	Evaluation Results
1						
2						
3						
4						
5						
6						
7						
8						
9						

NEW JERSEY DEPARTMENT OF EDUCATION
LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE
K. BUDGET SUMMARY
NAME OF PROPOSED PROGRAM OR SERVICE TO MEET PARTICULARIZED NEED:

District	School	County	District Code	School Code

EXPENDITURE CATEGORY	FUNCTION / OBJECT CODES	FUNDING SOURCE	2000-2001 BUDGET	EXISTING FUNDS ALLOCATED	FUNDS REALLO-CATED	ADDITIONAL FUNDS REQUESTED
INSTRUCTION	100-					
Salaries of Teachers	100-101					
Other Salaries for Instruction	100-106					
Purchased Prof. & Tech. Serv.	100-300					
Other Pur. Serv. (400-500)	100-500					
Tuition	100-560					
General Supplies	100-610					
Textbooks	100-640					
Other Objects	100-800					
SUBTOTAL INSTRUCTION						
SUPPORT SERVICES	200-					
Sal. Of Supervisors of Instr.	200-102					
Sal. of Program Directors	200-103					
Sal. of Other Prof. Staff	200-104					
Sal. of Secr. & Clerical Assist.	200-105					
Other Salaries	200-110					
Personal Serv. -Benefits	200-200					
Purchased Prof. - Ed. Services	200-320					
Other Purchased Prof. Services	200-330					
Purchased Technical Services	200-340					
Rentals	200-440					
Contr. Servs - Transport. Other Than Betw. Home & School	200-516					
Travel	200-580					
Other Pur. Serv. (400-500)	200-590					
Supplies and Materials	200-600					
Other Objects	200-890					
SUBTOTAL - SUP. SERV.						
FACILITIES ACQ & CONSTR SERV	400-					
Buildings (Use Charge)	400-720					
Instructional Equipment	400-731					
Non Instructional Equipment	400-732					
SUBTOTAL - FAC ACQ 7 CONSTR						
TOTAL						

	Funding Source	Estimate		
Resources (Attach a sheet if additional space is needed)				
Existing Resources				
Existing Resources				
Reallocations				
Supplemental Funding Request				
TOTAL				

THIS PAGE UPDATED OCT. 16, 2000

M. SMT REVIEW FORM
LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE

This form should be used by the SMT to ensure that the plan and budget submitted to the Department of Education (DOE) are complete and comprehensive. DO NOT SUBMIT THIS FORM WITH THE PLAN. Incomplete plans and/or budgets may delay approval or lead to disapproval by the DOE.

	PART. NEED PLAN COMPONENT	QUESTION	YES/NO
1	**Cover Page**	Are all sections completed correctly?	
2	**Board Resolution**	Is a Board of Education resolution approving submission of the plan enclosed?	
3	**Definition**	a. Has a clear and complete definition of the proposed particularized need been included?	
		b. Is adequate documentation provided to establish that the proposed program or service is documented by evidence showing it has worked successfully in the school and/or in other schools with similar characteristics and proven to address the identified need with effective results?	
4	**Program Description**	Is the description adequate and does it contain the following necessary components:	
		a. **Explanation of the particularized need, that the program or service will address to enable the identified students to achieve the CCCS?**	
		b. Description of how the requested program will not delay or impede implementation of, nor duplicate, WSR program, RPSS or other services required in the regulations?	
		c. Description of district's plan for incorporating the program or service into subsequent regular budgeting cycles?	
5	**Justification**	Does the justification for the particularized need adequately show that the needs cannot be met through existing WSR or RPSS and include the following:	
		a. An inventory and assessment of all such existing programs that have not been already included in the WSR Implementation Plan or RPSS?	
		b. Supporting documentation that confirms the results of the inventory and assessment (hard data)?	
		c. Explanation for each existing program or service as to why it is insufficient to meet the identified need?	
		d. If the application is for health and social services on site, an explanation as to why the program cannot be provided efficiently and effectively off site?	

THIS PAGE UPDATED OCT. 16, 2000

BEST COPY AVAILABLE

	PART. NEED PLAN COMPONENT	QUESTION	YES/NO
6	**Activity Plan**	Does the plan include the following?	
	Goals	a. Appropriate goals?	
	Objectives	b. Measurable objectives?	
	Activities	c. Adequate activities to achieve objectives?	
		d. Adequate timelines to accomplish activities?	
		e. Budget data that corresponds to expenditures on the budget sheet?	
		f. An evaluation measure for accomplishment of each activity and objective?	
	Evaluation	Are the methods used to evaluate progress and outcomes of goals and objectives adequate?	
		Are methods used to evaluate student outcomes adequate?	
7	**Budget**	Has the following information been completed correctly on the budget page?	
		a. Funding source?	
		b. 2001-2002 Budget	
		c. Existing funds allocated?	
		d. Funds reallocated?	
		e. Additional funds requested?	
		f. How cost effective is the budget?	
		g. Are all needed supplies and staff included in the budget?	

THIS PAGE UPDATED OCT. 16, 2000

Section VIII

Whole School Reform Implementation Plan and School-based Budget for Elementary Schools

WSR IMPLEMENTATION PLAN
AND
SCHOOL-BASED BUDGET

SECTION VIII TO BE COMPLETED BY
ELEMENTARY SCHOOLS

NOTE: Schools with grades 6, 7, and 8 in an elementary structure are eligible to apply for Required Programs in Secondary Schools (RPSS). Any elementary school intending to apply for RPSS must refer to Section IX for instructions on the WSR Implementation Plan.

SECTION VIII. WHOLE SCHOOL REFORM IMPLEMENTATION PLAN AND SCHOOL-BASED BUDGET

ELEMENTARY SCHOOLS

This section of the *Guide for Implementing Urban Education Reform in Abbott Districts*:

- Assists the principal and the SMT in the development of the WSR Implementation Plan and School-Based Budget;
- Describes the elements of a WSR Implementation Plan;
- Outlines the areas of alignment between the WSR Implementation Plan and required district plans;
- Suggests a planning process for developing the WSR Implementation Plan; and
- Provides the instructions and forms for the WSR Implementation Plan and the application for Particularized Needs.

Regulations Related to Section VIII
***N.J.A.C.* 6A:24**

1.2 - Definitions
1.4 - Responsibilities of Local Districts
2.2 - Responsibilities of School Management Teams
4.1 – Implementation of WSR Model
4.3 - Submission of WSR Implementation Plan
4.4 - School-based Budgets
5.1 - Demonstration of Particularized Need
5.2 - Application for Supplemental Programs or Services
7.1 - Application for Additional State Aid

A. ALIGNMENT OF WSR ELEMENTS AND MODEL COMPONENTS

The first major step taken by a school in implementing WSR is to complete a thorough needs assessment based on the nine WSR elements in the regulations. The needs assessment should be sufficiently comprehensive to address the needs of all students, including students with disabilities and limited English proficiency (LEP). After the assessment is completed, the school is ready to select a model that will meet its unique needs. Based on the needs identified, the WSR model components and New Jersey's definition of WSR, the school can begin the development of its plan. The illustrative budget for the school's selected model will provide parameters for those elements identified as required to implement the selected model in New Jersey. The WSR Implementation Plan illustrates the comprehensive approach the school will follow to improve student achievement and school performance and attain the school's vision.

In developing the WSR Implementation Plan and supporting budget, the school must include the nine elements of WSR, the WSR developer's required model components, and a class-size reduction plan. Any school that does not have an approved technology plan must complete a technology plan.

For all WSR schools, a plan for developing a progress report must be submitted after approval of the WSR plan. The SRI team and developers will work with schools in developing this progress report. The evaluation plans should provide an outline for an interim and final progress report.

The School Management Team, Principal and CSA of each school must submit a WSR Implementation Plan annually on or before December 1. However, first and second cohort schools are encouraged to submit their plans on November 1.

The WSR Implementation Plan contains two sections: a plan describing how the school's WSR model or department-approved alternative program design will be implemented, and a school-based budget that indicates how the school's budget will support all aspects of the school's reform effort. The planning process provides an opportunity for the school to do the following:

- conduct a thorough needs assessment based on the nine WSR elements;
- reexamine the effectiveness of current programs and uses of funds;
- create a school vision of a comprehensive WSR plan that considers the diversity of the student population and is focused on student achievement;
- integrate all school programs to achieve the vision and mission of the school;
- implement the nine elements of WSR to improve student achievement;
- promote thinking about how the programs collectively fit together in the WSR design;
- blend all available local, state and federal resources;
- focus all efforts and resources on supporting improved student achievement of the CCCS through WSR; and
- eliminate ineffective programs and reallocate resources as needed to meet the needs of the school and focus on reform efforts.

B. NINE ELEMENTS OF WHOLE SCHOOL REFORM

The nine elements of whole school reform must be integrated into each school's WSR effort and into the implementation plan developed by each school. Developers of the WSR models approved for implementation in New Jersey have agreed to address all the elements that the DOE has included in its definition of WSR. The developers should be consulted regarding program modifications and adaptations that will facilitate the participation of students with disabilities and LEP students in school programs. The school should consult the developer when creating the plan to ensure an effective integration of the model and the WSR elements. This section outlines the nine elements of WSR and suggests examples of activities that may be included in each area.

- **Note:** For schools with a WSR model or an approved alternative program design, the department will provide an illustrative budget.

The complete text of the nine elements can be found in the regulations in Section III of this guide. Examples of activities, strategies and WSR program components that may be considered for each element are included in the text block following the element. The examples contained in the blocks *are not the only acceptable activities.* Improved Student Performance and Research-Based Programs, elements one and two, form the underpinnings for all other WSR efforts. All seven other elements must, therefore, be focused on achieving improved student performance and this must be accomplished through the implementation of a research-based model and its component parts or an alternative program design. Schools may cross-refer the elements as needed to reduce redundancy.

1. Improved Student Performance and 2. Research-Based Program require that the primary focus and purpose of all the school's WSR efforts be on student achievement of the CCCS accomplished through the implementation of a comprehensive model, one with demonstrated effectiveness and a clear and proven record for achieving improved student performance. Student achievement is demonstrated by improved student results as measured by the state tests ESPA, GEPA, and HSPT/HSPA. This focus on improved student performance is seen in measurable objectives stating specific outcomes for improvement. For example: by June 2000, 90 percent or more of the students in grades 1-3 will demonstrate an 85 percent or better passing rate on the district's reading assessment; or, by June 2000, the percentage of students in grade 4 identified as proficient on the math section of the ESPA will increase from 30 percent to 40 percent. Schools are encouraged to use the Quality Assurance Annual Report objectives in their plan. Schools in state-operated districts are encouraged to use objectives from their strategic plans.

Since all elements are expected to be research-based, research-based examples have been embedded in the examples listed under the other eight elements.

Activities, strategies and WSR components supporting objectives for improved student performance through a research-based program may include:

- Providing *Roots, Curiosity Corner* and other instructional materials for the model
- Development of *Powerful Learning Experiences* (Accelerated Schools)

- Assessment of student progress
- Alignment of the curriculum with WSR model
- Providing for scheduling tutors and in-class support
- Providing a range of program modifications, supplementary aids and services, and supports for school personnel to ensure participation of students with disabilities
- Establishing learning centers for the *Essentials of Literacy* WSR component (Comer)
- Providing a 90-minute reading block for all students
- Conducting curriculum development task force work sessions
- Implementation of *MathWings* and *WorldLab* (SFA/R & W)
- Providing native language and ESL instruction to limited English proficient students based on need
- Providing instructional staff to implement Core Curriculum Content Standards

3. **School-based Leadership and Decision-making** recognizes that, if WSR is to be effective, it must be supported through a strong system of school level leadership (i.e., SMTs) including decision making at the school level, the level on which change must occur.

Activities, strategies and related WSR components for school-based leadership and decision-making can include the following:

- Assigning administrative staff to support and carry out school functions
- Establishing a mechanism to effectively implement site-based management
- Establishing/reconvening the SMT and scheduling monthly meetings
- Providing substitute coverage for day time or extended meetings
- Establishing a database to assist the SMT in assessing progress of implementation
- Attending SFA Leadership Academy
- Providing training for SMT on team-building, budgeting, and personnel
- Establishing communication systems throughout the school to disseminate SMT information
- Establishing subcommittees to carry out responsibilities in the regulations.

4. **Integration and Alignment of School Functions** recognizes that WSR requires a tightly woven system with all efforts integrated and aligned and moving in the same direction. *Fragmentation and the continuation of divergent programs are not acceptable.* This means that, in the development of the implementation plan and the school-based budget, such programs and activities will not be funded.

Activities, strategies and WSR components for the Integration and Alignment of School Functions can include the following:

- Designing a program to create effective articulation from external early childhood programs to the school.
- Organizing an SMT subcommittee to oversee and monitor school climate
- Assigning a Title I parent coordinator to facilitate Comer Parent Committee meetings
- Training clerical staff on the computerized purchasing and budgetary software
- Reallocating staff to reduce class size
- Assigning regular specialists to provide tutoring
- Integrating the SFA bilingual component into the bilingual plan
- Ensuring that all Individualized Education Program (IEP) team members are familiar with the school's WSR model
- Implementing a process for assignment of substitute teachers familiar with the WSR model
- Establishing a mechanism to ensure faithful replication of the model.

5. **Educational Technology** requires that technology be infused throughout all aspects of the curriculum and instruction in conjunction with the WSR model. Educational technology is an integral part of our world for all our students. WSR in New Jersey must, therefore, incorporate educational technology into all aspects of the curriculum, including professional development for staff and an infrastructure that makes its use possible. This portion of the implementation plan is satisfied by the school's attached required technology plan (3rd cohort and any school that does not have an approved technology plan) or the completion of the Activity Plan (schools with an approved technology plan).

Activities, strategies and related WSR components for the educational technology element can include:

- Collaborating with district staff to conduct a technology staff and equipment audit of the school
- Providing the required computer ratio for Co-NECT implementation
- Conducting staff surveys to identify training needs
- Providing training sessions for parents on the use of technology
- Developing a technology plan that includes integration of technology into all CCCS areas
- Determining whether a student with disabilities requires assistive technology devices and services as part of his/her IEP
- Identifying and providing software to support the CCCS instruction in the school
- Assigning a full-time technology coordinator to oversee technology plan implementation
- Obtaining necessary software to enhance instruction
- Providing maintenance contract for existing technology areas

6. Professional Development recognizes the necessity of an organized, continuous program of staff training to acquire new knowledge and skills related to the CCCS and the implementation of the selected WSR model. Professional development for parents and community members on the SMT is also essential for the implementation of the WSR model and the attainment of the school's achievement goals. The New Jersey State Board of Education has adopted regulations requiring continuing professional development for all of New Jersey's teachers. The new professional development regulations require that all of New Jersey's teachers complete one hundred hours of professional development every five years, beginning in September 2000. The requirement may be satisfied through a combination of various state-approved experiences, as recommended by the Professional Teaching Standards Board and approved by the Commissioner of Education. Attendance at training provided by model developers will satisfy the requirement if these conditions are met:

a. Participants must register on the department Web site.
b. The instruction must relate to the New Jersey Core Curriculum Content Standards.
(For information, contact Lois Terlecki (609) 292-2070 in the Office of Standards and Professional Development.)

Activities and related expenditures for Professional Development can include:

- Providing training sessions for parents on child development or discipline
- Identifying and providing for the personal development needs of professionals, paraprofessionals and parents involved in the education of students with disabilities and LEP students
- Offering initial or refresher training for staff and/or other required stakeholders on the selected WSR model
- Providing substitute coverage to allow for training
- Attending in- and out-of-district conferences relating to CCCS
- Identifying consultants to conduct professional development training in technology, health & social services and other areas related to the model
- Establishing a professional development subcommittee to survey needs and propose training
- Determining calendar of professional development dates
- Attending developer state and national conferences
- Attending WSR model network meetings
- Providing for ongoing collaborative professional development sessions for staff
- Contracting with the developer to provide implementation visits to assess WSR progress

7. **Safe School Environment Conducive to Learning** acknowledges every student's basic right to a safe school environment where learning can occur. A code of conduct defining acceptable and unacceptable student behaviors and the resulting consequences should be developed in conjunction with a district security plan. Security staff and any necessary protective devices such as surveillance cameras, walkie-talkies, alarm systems, etc., are provided as needed by the district to ensure school safety.

Activities and strategies for Safe School Environments Conducive to Learning can include:

- Assigning one security guard for every elementary school
- Establishing an SMT subcommittee to assess/review the school safety plan and code of conduct
- Providing walkie-talkies required by security guards
- Developing a parent student handbook addressing discipline standards, practices and procedures
- Implementing conflict prevention and management and bias reduction programs, e.g., SFA *Getting Along*
- Including positive behavioral interventions and supports in the IEPs of students with disabilities when behavior impedes the student's learning or other students' learning
- Conducting parent awareness workshops regarding the school safety plan
- Establishing or reviewing the procedures for referral of students to alternative education
- Creating an in-school suspension program
- Providing conflict mediation training for security guards
- Developing and implementing a character education program

8. **Student and Family Services/Coordination of Resources** require that each elementary school maintain a Family Support Team or a comparable entity. The support team encourages parental involvement in the school and in the students' learning and intervenes to resolve behavioral, nutritional, attendance and other issues. The Comer Student and Staff Support Team (SSST) is an example of a means to address student and family services. The support team receives teacher referrals of students who are not making progress and makes referrals to appropriate health and social service agencies as needed.

Activities, strategies and model components for Student and Family Services/Coordination of Resources can include:

- Conducting an assessment and inventory of existing community and district resources
- Providing training for staff and parents on the functions of the Family Support Team
- Providing Comer materials to support the SSST
- Assigning appropriate staff such as nurses, social workers and guidance counselors to carry out the functions of this element
- Creating agreements with community providers of social services
- Providing NJGAINS (Gaining Achievement in the New Standards) workshops for parents on the CCCS
- Providing training for parent volunteers on the Comer Parent Team
- Establishing and implementing procedures for the delivery of intervention and referral services for students with behavior and learning problems
- Providing training for parents on nutrition or prevention of childhood diseases
- Providing staff to carry out the Family Support Team plan.

9. **Reward System/Accountability** requires each school to establish a system of rewards recognizing the accomplishments and contributions of teachers, parents and administrators who have helped students attain the CCCS. The school's reward system must be aligned with the district's accountability system.

Activities, strategies and WSR components for establishing a reward system can include:

- Implementing a monthly classroom attendance award program
- Establishing a subcommittee to investigate and be responsible for the reward system process
- Developing a plan for accessing and evaluating the levels and procedures for accountability
- Developing a rubric (an authoritative directive or rule) to assist the staff and SMT in the monitoring of the implementation
- Providing rewards and recognition as established for the various stakeholders
- Reviewing eight-week student assessment data and providing rewards for student growth

C. PROCESS FOR DEVELOPING THE WSR IMPLEMENTATION PLAN

The WSR Implementation Plan defines the school's vision of how comprehensive WSR will be carried out and how these activities will *raise student achievement to meet the CCCS.* The plan is a strategy that includes all key aspects of the school and its programs, and incorporates them into a single education program or design. Schools will have to examine how current programs and services fit with WSR and eliminate or revise those that do not, if allowable under current school law and regulations. It is intended that WSR become the school's comprehensive approach for achieving its vision of helping all students, including LEP students and students with disabilities, achieve the CCCS.

The School-based Budget details the costs of implementing the WSR model or alternative program design selected by the school. It must provide for all the common design elements necessary to implement the model as required by the developer. Each program and/or activity in the plan drives a corresponding budget item. All school resources must be reallocated to support the model or alternative program design chosen and the WSR elements.

The budget integrates all funding sources (state, local and federal) in accordance with guidelines and regulations. Funding sources that can be integrated into the WSR plan include the following:

1. Title I funds in schools designated as Title I Schoolwide Programs. (This designation allows schools to combine federal Title I funding and other funds [e.g. Eisenhower] allocated to the school under the Improving America's Schools Act [IASA] grant with other resources.); For information on how to become schoolwide, contact Mary Flamer (609) 633-6842 in the Office of Specialized Populations;
2. Demonstrably Effective Program Aid (DEPA);
3. Early Childhood Program Aid (ECPA) where consistent with the district's Early Childhood Plan;
4. Bilingual and special education funds that can be used consistent with the WSR model and in accordance with bilingual and special education law. For copies of the law, see DOE Web site at: **www.state.nj.us/education/;** and
5. Carl D. Perkins Grant for implementation of vocational and technical education programs.

It is recommended that SMTs thoroughly review the instructions in this section prior to plan development. SMTs are encouraged to use the SMT Review Form to determine the inclusion and comprehensiveness of all required components of the WSR Plan. Figure F provides an example of a planning process that is described in the instructions. Each step listed in Figure F is described on the following pages. For each step, examples of guiding questions or items have been included.

WSR Implementation Plan - Planning Cycle

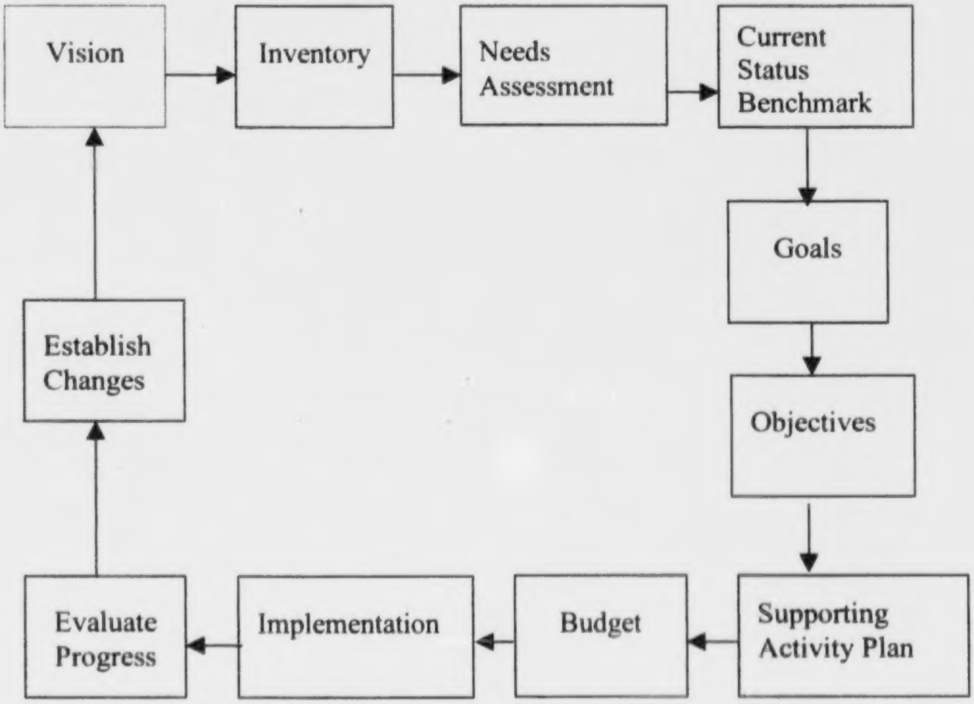

Vision
Inventory
Needs Assessment
Current Status Benchmark
Goals
Objectives
Supporting Activity Plan
Budget
Implementation
Evaluate Progress
Establish Changes

FIGURE F

I. Vision

A. Determine your vision by answering the following:
- What is the primary purpose of your school?
- Who does the school primarily serve?
- What are the most cherished values you want the school to exemplify?

B. How do the school's purpose and values lead to student achievement of the CCCS for the population it serves, including students with disabilities and LEP students?

C. How will the school address the diverse needs of its student population?
- Describe how the school will provide for the learning needs of students with disabilities.
- Describe how the school will provide appropriate bilingual/ESL services to limited English proficient (LEP) students.

II. Inventory

A. Create your inventory by answering the following:
- What data are needed to determine student achievement of the CCCS?
- What data are needed to determine the effectiveness of existing and proposed programs to increase student achievement?
- What are the costs of current programs and services?
- What outside agencies assist the school in providing programs and services to increase student achievement?
- Which outside agencies could assist the school in providing needed programs and services?

B. Collect schoolwide data regarding the following, as well as other related data:
- Accomplishment of the nine elements of WSR listed in the previous subsection;
- Student achievement in specific curriculum areas for the past three years;
- Student and teacher attendance;
- Student dropouts;
- Incidence of violence and vandalism;
- Safety;
- Health and socio-emotional and behavioral problems (e.g., incidence of substance abuse; HIV cases);
- Numbers of teen pregnancies;
- Workplace readiness data (e.g., # student participants in job shadowing; # career speakers, # community service placements # cooperative agreements with employers);
- Alternative education placements;
- Current costs for programs and services;
- Outcomes of programs and services designed to meet specific student needs;

- Current class sizes in comparison to requirements;
- SMT training and school leadership; and
- Student health indicators addressing specific health needs (e.g., immunizations, vision/hearing screenings, examinations).

C. List outside agencies and their services that assist or could assist in the accomplishment of the nine elements of WSR.

III. Needs Assessment and Whole School Reform

Needs Assessment - *an evaluation of impediments and deficiencies that prevent students from achieving the Core Curriculum Content Standards identified by a valid assessment methodology. Once identified, the needs are compared to existing programs and services using data to determine their effectiveness in addressing each need. If the needs are not addressed by existing programs and services, the needs assessment is expanded to identify a proven program strategy that should be implemented. N.J.A.C. 6A:24-1.2*

WHY? The goal of Whole School Reform is to ensure that students in the Abbott school districts achieve the Core Curriculum Content Standards. Needs assessment provides a systematic way for each school to identify, specifically and concretely, what must be accomplished in order to reach that goal. The school can then begin to plan what programs and activities should be continued or initiated to meet the needs identified by the needs assessment. Needs assessment, therefore, provides the basis for development of each school's WSR implementation plan (including Local Particularized Needs and Required Programs in Secondary Schools) and is key to its success.

WHEN? Needs assessment is part of a continuous step-by-step process. Based on all available relevant information (data), *needs assessment* provides the foundation for *implementation planning*, which facilitates *implementation*, which is itself followed by *evaluation* of implementation progress and effectiveness. Evaluation results provide important information to keep the needs assessment up to date, leading to necessary modifications of the implementation plan, changes in implementation, further evaluation, and so on. Needs assessment is NOT a one-time exercise. Needs should be assessed frequently enough to ensure that the WSR implementation plan can be modified to better meet student needs as those needs are identified, and as the effectiveness of specific programs and activities is evaluated. (see figure G)

HOW? A quality needs assessment requires quality information. The school's needs assessment must be data-driven; "without data, yours is just another opinion." Gather data that can help identify or shed light upon what is preventing students from achieving the CCCS. Types of relevant data include, but are not limited to, results of statewide and standardized assessments, classroom assessments, student portfolios, attendance records, demographic information, evaluative reports of school or community programs, as well as results of surveys and focus groups. Areas of need to be assessed must include the areas defined by the nine elements of WSR.

WHO? School Management Teams are required to conduct needs assessments in their schools. All stakeholders (parents, students, teachers, other school and district staff, and community members) should have the opportunity to provide input into identifying needs that are preventing students from achieving the CCCS.

NEEDS ASSESSMENT AND WHOLE SCHOOL REFORM

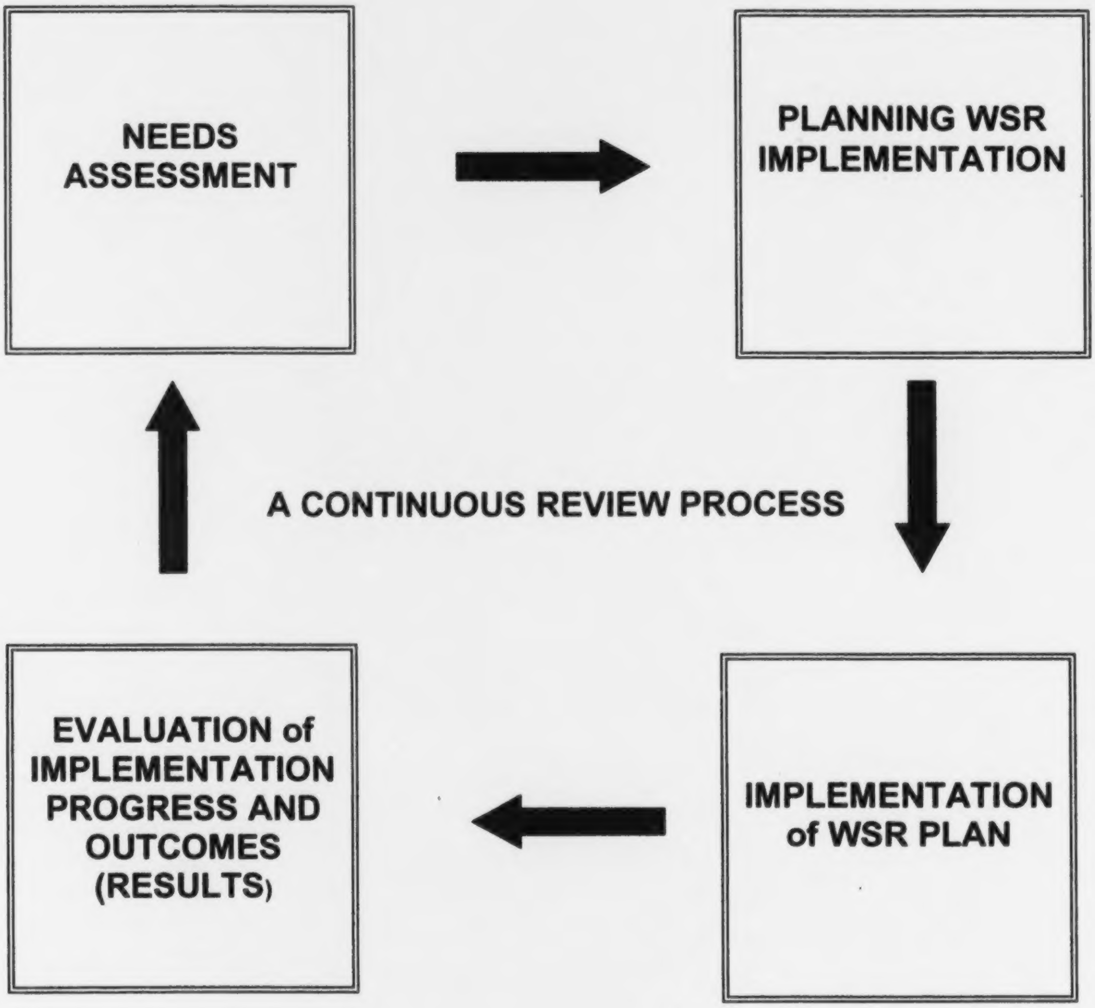

NEEDS ASSESSMENT
PLANNING WSR IMPLEMENTATION
A CONTINUOUS REVIEW PROCESS
IMPLEMENTATION of WSR PLAN
EVALUATION of IMPLEMENTATION PROGRESS AND OUTCOMES (RESULTS)

FIGURE G

Conducting the Needs Assessment

Needs assessments are based on the systematic collection of information, focused squarely on identifying barriers to student achievement.

1. ***Determine the data needed.***
   - Review the information at hand.
   - What information is still needed to determine need in each area?
   - Is that information available?

2. ***Determine the method of assessment.***
   - What method would most effectively produce the information needed?
   - What instrument(s) will be or have been used to collect the data? Are they adequate? That is, will they produce good, unbiased information? (Consider language barriers, time required, and other factors that may affect the reliability, validity, representativeness, and usefulness of the information collected).
   - If sampling is planned, is the sample representative of the larger group?

3. ***Conduct the assessment.***
   - Who will collect the data?
   - How should the participation of stakeholders be maximized? If conducting a survey, how can the response rate be maximized?
   - What is the timeframe for the assessment?

4. ***Analyze the results.***
   - What patterns emerge from the data that help identify barriers to student achievement?
   - Does disaggregation (i.e., breaking down the data for different subgroups) reveal different results or patterns for these subgroups?
   - What are the strengths and weaknesses of the school in helping students achieve the CCCS?

5. ***Summarize and report findings***

   - For each area, what needs have been identified?
   - How can the findings be communicated most effectively to the stakeholders?
   - Consider reporting the findings through charts and graphs with brief summaries.

Given the results of the needs assessment, the SMT can begin to plan how to address the needs identified by exploring possible solutions, determining priorities, and developing goals, measurable objectives, and activity plans.

IV. Determine Current Status

A. Determine the status for each of the nine elements of WSR and other required components by providing the current status of the following:
   - Student test scores;
   - Outcomes of current and proposed research-based programs;
   - Outcomes of SMT training and school staffing;
   - Infusion of technology into all aspects of the curriculum and instruction;
   - Results of professional development activities;
   - Current incidents of violence and vandalism and school safety;
   - Outcomes of student and family services; and
   - Status of rewards.

V. Establish Goals and Objectives

A. Create your goals and objectives by answering the following after reviewing the current status of the nine elements of WSR and other required areas in the benchmarks:
   - What goals and objectives can realistically be accomplished in 2001-2002?
   - How do you plan to collect formal and informal data to determine your success in meeting goals and objectives?
   - What are the timelines for accomplishment of goals and objectives?

B. Establish goals and objectives based upon the needs assessment and current status of the nine elements of WSR and other required components.

C. Objectives should be measurable and indicate a timeline and the data that will be collected to determine accomplishment of each objective.

D. Objectives must be included for all student performance areas (student achievement, dropout, attendance) in which the school has not met state standards. This is required in accordance with the Quality Assurance Annual Report (QAAR). **Schools are strongly encouraged to use objectives that are consistent with the format for QAAR objectives. State-operated school districts are encouraged to use objectives from their strategic plans.**

E. Create an objective for each of the nine elements of WSR and class size reduction. Some objectives may cover more than one WSR element.

VI. Create an Activity Plan

A. Create your activity plan by answering the following:
   - What activities will accomplish the goals and objectives?
   - What are the associated costs for each activity?
   - Who is responsible for the accomplishment of each activity?
   - What is the timeline for each activity?

B. Use the forms provided in the instructions to complete an activity plan for the elements of WSR and class size reduction.

C. Place detailed costs associated with each activity in the appropriate space on the activity plan form. These costs will be transferred to the forms in the school-based budget.

- **Reminder**: research-based program is integrated into the other WSR elements.

VII. Create the School-based Budget

Definition:

Illustrative Budget means a budget that was developed in consultation with the WSR model developer and includes all the costs to implement a WSR model that incorporates all of the requirements of the WSR model for a prototype in a New Jersey school. This illustrative budget is a guide, and SMT's should prepare their school-based budget based on their implementation plan which is derived from a comprehensive needs assessment.

A. Create a school-based budget by answering the following:
- How are current resources being used for the WSR model?
- How will programs and staff be reorganized?
- How will existing resources be reallocated to support the plan?
- What are the amounts of existing funds for the budget?
- What are the carryover amounts from the previous year?
- What are the “use of funds” requirements for each funding source?

B. Read the budget instructions in the *Instructions for Completing the School-based Budget* before beginning. This will give a framework for the construction of the budget.

C. In preparing the budget, the CSA shall provide the principal with the following:
- All appropriate resources and assistance as needed to develop the school-based budget.
- The sources and amounts of available revenue.

D. The Business Administrator shall work with the principal and SMT in the development of the school-based budget, and provide the SMT with a school-based budget orientation that, at a minimum, shall include a workshop on the chart of accounts, budget forms, and the illustrative budget for the selected WSR model.

E. In preparing the budget the principal and SMT shall do the following:

- Use all available local, state and federal funds (except where prohibited by federal law) as general funds.
- Use the format prescribed by the DOE that compares the proposed budget to both the current year appropriations and to either the illustrative budget for the selected WSR model or the components of the proposed budget for the alternative program design, as applicable.
- Use resources from 1999-2000 audited amounts and those allocated for the 2000-2001 school year in consultation with staff.
- Use the prescribed format with the illustrative budget for the selected WSR model by completing each budget work paper using the activity forms and the budget summary using the totals from each workpaper.
- Assume available revenues based on audited amounts of the year preceding the pre-budget year and those allocated for the pre-budget year.
- Account for anticipated revenue increases.
- Reflect the resources necessary to implement WSR and Required Programs in secondary schools and DOE-approved particularized needs, as applicable.
- Identify costs that exceed the WSR model components so that the SMT can prepare a demonstration of particularized need.
- Seek input on the proposed school-based budget.
- Submit the budget to the CSA and board for comments.

F. In response to comments from the CSA and the board, the principal, in consultation with the SMT, shall prepare a response that addresses each comment.

G. If the SMT has exercised its option to be involved in decision-making on the school-based budget, it shall take action to develop and approve the budget.

H. If the SMT has not exercised its option to be involved in the decision-making on the school-based budget, the principal shall certify the budget.

I. The principal shall submit the approved or certified budget to the DOE with the CSA's and the board's comments and the SMT's responses to those comments.

J. Upon approval of the school-based budget by the Commissioner, the board does the following:

- allocates adequate funds in the 2001-2002 district budget for those elements approved by the Commissioner; and
- may allocate additional funds for those elements identified *not approved* by the Commissioner as not contained in the illustrative budget, provided the board does not apply for additional state aid.

➪ NOTE: **The School-based Budget becomes a component of the district budget document. All schools that have adopted WSR and school-based budgeting will have their budgetary information presented within the district budget in a separate fund account. This account/fund will be further broken down by school/location and presented individually as adopted. It will, therefore, be possible to easily review the individual school budgets and track expenditures.**

VIII. Implement Plan

The WSR Implementation Plan and School-based Budget are implemented beginning in July.

IX. Evaluate Progress

Progress should be evaluated on a regular basis using the evaluation established in the plan. It is important to evaluate, first, the progress of implementation. That is, have the activities occurred as planned? Have they been carried out faithfully? If not, what barriers to implementation can be identified? Then, evaluate the effects of the activities and programs. That is, are they working? Have the objectives been met? What are the effects on student achievement? Does the program/service produce the expected result for the intended population? Finally, an efficient program or service is one that produces the intended result in a cost-effective way. Does the program/service serve the number of students it was intended to serve? What is the actual cost per student for the program or service? What resources are required (staff, materials, facilities, funds, etc.) to deliver the program, activity, or service? Is there a way to use resources more efficiently (e.g., eliminate duplication of services offered in the community)?

X. Establish Necessary Changes

As changes are required throughout the year, the SMT, in consultation with the WSR developer, the principal, CSA and SRI team should follow established DOE procedures for modification of the WSR plan and budget.

ELEMENTARY SCHOOLS

COMPLETING THE WSR PLAN

Below are instructions for completing the WSR Implementation Plan and School-based Budget. The forms are preceded by information pertaining to each form and directions for completion. A complete copy of the instructions and forms is located on the NJDOE Web site:

http://www.state.nj.us/njded/abbotts/guide/

On the Web site, a feature has been built in to assist you in tracking the date of each draft during the preparation process. In the footer at the bottom of the page for each form, there is a place to enter a date. This date will automatically change every time the document is accessed, thereby keeping track of updated revisions.

A. WSR IMPLEMENTATION PLAN DEVELOPMENT CONSIDERATIONS

In order to complete the submission, staff responsible (SMT, principal, CSA) for the WSR Implementation Plan will need to do the following:

- collaborate to develop a plan and budget that align the school's programs with the WSR model that will help students meet the CCCS;
- be knowledgeable about the programs and services needed by the school community, and the purposes and constraints on the uses of the funds under the illustrative budget;
- review and/or revise the approved 2000-2001 plan, WSR Grant Funds Application and DEPA plan to ensure its consistency with the objectives and activities to be funded;
- obtain input from WSR developers, parents, teachers, community members, advisory councils and others, as required;
- Work with district specialists (e.g., Early Childhood Education, Special Education, Bilingual/ESL, etc.) to ensure the comprehensiveness of the WSR plan in meeting the needs of all children and alignment with district plans.
- determine those areas in which student performance and behaviors are below state standards and develop objectives and benchmarks to meet state standards consistent with the requirements of the Quality Assurance Annual Report (QAAR). For objectives included in the plans to be approved by the county office, they must be consistent with the QAAR format;
- meet with school business administrators to verify the accurate completion of the budget;
- obtain assistance and input from the school's SRI team; and
- Obtain plan approval by the CSA, school principal and the SMT.

B. SUBMISSION

> ➢ **NOTE: Schools in first and second cohorts are encouraged to submit the WSR Implementation Plan on or before November 1, 2000.**

No later than **December 1, 2000**, all cohort schools must submit the original and two copies of the WSR Plan and School-based Budget (with all attachments) to the appropriate PIRC noted below:

OFFICE	# OF COPIES
Joan Tomlin, Program Manager **PIRC-Central** 1090 King Georges Post Road Edison, NJ 08837	Original and 2 copies
Eunice Y. Couselo, Acting Program Manager **PIRC-North** 240 So. Harrison Street East Orange, NJ 07018	Original and 2 copies
Donna Snyder, Program Manager **PIRC-South** 1492 Tanyard Road Sewell, NJ 08080	Original and 2 copies

C. IMPLEMENTATION PLAN AND BUDGET REVIEW

The NJDOE will review submissions, determine approval or disapproval of requests, notify appropriate agencies, and process approved submissions to ensure the following:

- the selected WSR model is progressing toward full implementation by the third year;
- program components, services and activities described are authorized and consistent with the model selected and the needs of the school community;
- expenditures support the programs described and are consistent with the costs described in the illustrative model;
- services are coordinated;
- instructional strategies enable achievement of high standards in safe learning environments;
- expenditures meet the budgetary constraints and allowable costs;
- the submission is complete, including signatures, and assurances; and
- WSR schools and LEAs are notified of final approvals.

Incomplete submissions are subject to return and will delay approval. **Once a plan and school-based budget are approved, the school-based budget must be incorporated** into the district budget using Fund 15.

Plans will be reviewed by the department to ensure that schools have followed the code requirements. All plans must do the following:

- have all cover page information and signatures;
- have all program costs consistent with the illustrative budget. Any cost outside the illustrative budget must be reallocated within the school budget, if possible, or excluded from the school budget and submitted as a particularized need;
- be based on a needs assessment. Careful consideration must be given to providing a plan that is based on the documented needs of the school; and
- include Particularized Need applications (if applicable).

The department will review all plans during the budget process and will contact the district and school to discuss the status of the plans.

D. WSR IMPLEMENTATION PLAN INSTRUCTIONS

Use the forms provided in this guide for each submission component. Duplicate forms as needed. Narrative should be submitted in no smaller than 12-point type.

Checklist – FORM A PROVIDED

WSR Implementation Plan Title Page and Certification – FORM B PROVIDED

Complete the WSR Implementation Plan Title Page and attach it to the front of the WSR Implementation Plan.The Title Page provides all information necessary to identify the school and verify the amount of funds in the plan and budget.

The principal, CSA, WSR school facilitator, district business administrator and SMT chair must sign the Plan Certification on the Title Page in the appropriate section.

The budget submission must be accompanied by the CSA and board comments (if any) and the responses to each comment from the principal, developed in consultation with the SMT.

WSR IMPLEMENTATION DESCRIPTION – FORM C PROVIDED

Complete this form by succinctly responding to the questions on the processes used and decisions made in order to complete the 2001-2002 WSR Implementation Plan.

WSR IMPLEMENTATION TIMELINE – FORM D PROVIDED

Complete a one- or two-year WSR Implementation Timeline showing all components of the WSR model and leading to full implementation of the model by year three. If a waiver was granted beyond year three, explain status of implementation.

PARTICIPANTS IN SUBMISSION DEVELOPMENT FORM – FORM E PROVIDED

Complete the Participants in Submission Development Form and include the name, title and signature of all individuals who participated in the development of the 2001-2002 WSR Implementation Plan and School-Based Budget.

CLASS-SIZE REDUCTION – FORM F PROVIDED

Complete the class-size reduction plan by answering the questions provided on the form. It will be necessary to describe how the school will reach the required teacher-student ratios as required in code (1:21 for grades K-3, 1:23 for grades 4-8 and 1:24 for grades 9-12)

WAIVERS – FORM G PROVIDED

Waivers must be submitted on an annual basis.

ACTIVITY PLAN – FORM H PROVIDED

The Activity Plan forms are included in this package. A separate Activity Plan form has been provided for each element of WSR, including reducing class size.

On each Activity Plan form, state the name of the district, school, WSR model, current date and page number. The revision date will be used if revisions are necessary. Indicate the school's cohort on each form. Then complete each column:

Goal Statement:	Create a goal relating to accomplishment of the WSR area.
Objective:	Create an objective relating to accomplishment of the goal. (If you are developing the QAAR, use the same objective and add other objectives as needed.)

- It is possible to use the same objective for some of the WSR elements.

Benchmark:	Create a benchmark relating to accomplishment of the objective.
Activity:	Describe the tasks and activities in chronological order planned for the accomplishment of each goal and objective.
Timeline:	Indicate the month and year the activity will be completed.
Budget Description:	List, in detail, all expenditures necessary to complete the program, service or activity.
Budget Amount:	Include the cost of each detailed expenditure.

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Workpaper:	Indicate the workpaper (A to X) in the 2001-2002 school-based budget that coincides with the expenditures and costs for this activity.
Method of Accountability:	Indicate the method(s) of accountability used to track the progress or completion of each activity, such as eight-week assessments, monthly reports on attendance, implementation of model components, etc.

EVALUATION PLAN – FORM I PROVIDED

Describe the methods that will be used to evaluate (1) implementation progress (formative) and (2) outcomes (summative). Evaluation of implementation progress should determine to what degree the activities described in the plan have been undertaken (are they happening?). Evaluation of outcomes should determine effects on student achievement (is it working?). The school should work in collaboration with the model developer to align its evaluation methods with those of the model and with the district's Accountability Plan.

For each objective, describe the methods that will be used to determine if the strategies were successful and if the objective was met. Respond to the following *for each objective:*

(1) State the objective.
(2) Describe the methods to be used to measure progress towards the objective. (e.g., test scores, survey results, interview results).
(3) State who will develop and conduct the evaluation.
(4) State how the results will be analyzed (i.e., what are you looking for?).
(5) State how the results will be distributed (i.e., how will you include the various stakeholders in the process?).
(6) Provide an outline for an interim and final progress report that combines the evaluation results, and list barriers and recommendations.

SMT REVIEW – FORM J PROVIDED

Complete the class-size reduction plan by answering the questions provided on the form. It will be necessary to describe how the school will reach the required teacher-student ratios as required in code (1:21 for grades K-3, 1:23 for grades 4-8 and 1:24 for grades 9-12).

TECHNOLOGY PLAN (ASBTP) (2000 – 2002)

NOTE: Any schools that have an approved 1999-2001 Technology Plan, will not have to resubmit this plan but must complete the appropriate Activity Plan form (WSR Implementation 2001-2002 Activity Plan) showing the activities and related costs for 2001-2002. The activities and costs included must agree with the approved two-year plan. If adding a component which was not included in the approved two-year plan, schools must submit an activity form indicating activities of the new component, title of responsible person for implementation, budget allocation, etc.

THIRD COHORT SCHOOLS AND ANY SCHOOLS WITHOUT AN APPROVED TECHNOLOGY PLANS MUST:

Complete the School-based Technology Plan using the forms and checklists provided by the Office of Educational Technology. Directions are included below.

Educational Technology is a required component of the WSR Implementation Plan and the Required Program for Secondary Schools. By completing the Abbott School-Based Technology Plan and checklist, each school will have met the technology plan requirement. The Abbott School-based Technology Plan and checklist include all substantive information necessary to determine if there is a concerted effort toward infusing educational technology into the curriculum for school year 2001-2002.

If questions arise as to the completion of this document, please contact your district technology director/coordinator or contact Linda Carmona-Bell, Office of Educational Technology, (609) 292-1414, e-mail: lcarmona@doe.state.nj.us.

Checklist Instructions:

1. Fill in the county name, district name, and school name.
2. Indicate the whole school reform model adopted by your school.
3. Fill in the grade level of the school, the number of students in the school for school year 2000-2001, and the number of teachers in the school for school year 2000-2001.
4. Indicate the school Web site address. If the school does not have a direct Web site address, please indicate the school district's Web site address.

Note that a correlation **must** exist between the Abbott School-Based Technology Plan (ASBTP) and the District Technology Plan (DTP.) For every question asked on the checklist, enter the page numbers in the corresponding column where the information may be found in the District Technology Plan (DTP) and in the submitted Abbott School-based Technology Plan (ASBTP).

VISION

The vision of the school for educational technology over the next year is to be conveyed. Also include the titles of all persons involved with working on the completion of the checklist/technology plan.

GOALS AND OBJECTIVES

The goals and objectives must be linked to the school's vision over the next year. The goals and objectives need not include all of the district's goals and objectives. However, it is expected that there is a correlation of goals and objectives between the two plans.

Since the school has adopted a whole school reform model or alternative program design, show how the goals and objectives already stated reflect incorporating technology into the reform model.

SURVEY

The Office of Educational Technology requested completion of educational technology surveys by each school in the spring of 2000. If a copy of the school survey is not available to be attached, complete the survey online, print it and attach a copy to the checklist/technology plan. The survey may be obtained from the NJDOE Web site: http://www.state.nj.us/njded/techno/survey/results/form_sample.htm. This survey serves as the needs assessment component for this element of WSR.

IMPLEMENTATION STRATEGIES/ACTIVITY NARRATIVE

Describe the efforts of the school to acquire and maintain equipment (e.g., servers, computers, printers, scanners), building wiring and networking items. (It may include telecommunications wiring, networking the school or connecting the school to the district network.)

Describe the professional development schedule or plan for all school employees for school year 2001-2002.

IMPLEMENTATION STRATEGIES/ACTIVITY/BUDGET TABLES

The table is available on the department's Web site under the Abbott School-Based Technology Plan Checklist at:

http://www.state.nj.us/njded/techno/localtech/index.html

Download the table and complete each section. Be sure to include the goal and objective to which the strategy and activity are related. Indicate the strategies that will lead to the accomplishment of the objective and the specific activities that occur in the classroom using technology.

The activities when linked to appropriate objectives must include, as a minimum, professional development, examples of infusing technology into the adopted WSR model and the curriculum, acquisition and maintenance of hardware, software and all related technology items such as wiring, network access, telecommunications and facilities.

Indicate the relationship of the Core Curriculum Content Standards (CCCS) to the strategy/activity. The department's numbering system for the CCCS may be used. The CCCS is found on the department's Web site at: www.state.nj.us/education

Indicate title of the person **directly** involved with implementing the strategy/activity.

Provide the funding source and budget detail (e.g., # computers @ per-unit cost = total dollar amount) proposed for 2001-2002 associated with implementing the strategy/activity. The funding source may be referenced by the FUNDING SOURCE KEY provided at the bottom of the table.

Provide the workpaper reference letter indicating on which budget workpaper these costs will be listed.

Indicate the month and year for which the strategy/activity has or will occur.

EVALUATION PLAN

The table is available on the department's Web site under the Abbott School-Based Technology Plan Checklist at:
http://www.state.nj.us/njded/techno/localtech/index.html

Download the table and complete each section. Be sure to include the goal to which the objective is related.

For each objective noted in the Goals and Objectives section, indicate the tools or criteria that will be used to determine if the objective was successful. Outcome-based results (i.e., student report, curriculum change) may be used as an evaluative measure.

Indicate the title of the person(s) directly involved with conducting and analyzing the evaluation results for each objective.

Indicate the month and year when the evaluation will occur.

SIGNATURES

There is a need to ensure that all involved with the implementation of the school's technology plan are familiar with its contents. Therefore, the completed document is to be reviewed, signed and dated by an SMT representative, the school principal, and the district's technology director/coordinator.

Provide the name of the person **most familiar** with the technology plan in the event that clarifications or revisions are needed. Include the name, title, direct telephone number and e-mail address. Note that e-mail is the preferred method of communication by the Office of Educational Technology to the contact person.

CHECKLIST

A. SUBMISSION CHECKLIST FOR WSR IMPLEMENTATION PLAN

Use this checklist to ensure that the contents of your WSR Implementation Plan submission package is complete. Submission of all plan pages is required on an annual basis. Incomplete submissions may delay approval of your plan. A complete copy of the instructions and forms is located on the NJDOE Web site:

http://www.state.nj.us/njded/abbotts/guide/

A feature has been built in to assist you in tracking the date of each draft during the preparation process. In the footer at the bottom of the page for each form, there is a place to enter a date. This date will automatically change every time the document is accessed, thereby keeping track of updated revisions.

____ Title Page Form B
____ Assurances and Certification
____ WSR Implementation Plan Description Form C
____ WSR Implementation Timeline Form D
____ Participants in Submission Development Form E
____ Class-size Reduction Plan Form F
____ See Waiver below Form G
____ 2001-2002 Activity Plans Form H
____ Evaluation Plan I
____ Budget Summary
____ Budget Detail
____ Technology Plan

TITLE I
Is the school a Title I Schoolwide Program? _____Yes _____No

WAIVER REQUEST INCLUDED Waiver included
Specify

PARTICULARIZED NEEDS REQUEST INCLUDED____ Particularized need(s) included

Specify

NEW JERSEY DEPARTMENT OF EDUCATION

B. WSR IMPLEMENTATION PLAN TITLE PAGE

WSR MODEL: CURRENT DATE:	REGION: __North __Central __South
COHORT: ___1ST ___2ND ____mid-yr. 2nd ___3rd	APPROVED TITLE I SCHOOLWIDE: _____Yes _____No
COUNTY:	COUNTY CODE:
DISTRICT: DISTRICT CODE:	SCHOOL: SCHOOL CODE:
DISTRICT CONTACT:	SCHOOL PRINCIPAL:
DISTRICT CONTACT PHONE:	PRINCIPAL PHONE:
DISTRICT CONTACT FAX:	PRINCIPAL FAX:
DISTRICT CONTACT EMAIL:	PRINCIPAL E-MAIL:
DISTRICT BUSINESS ADMINISTRATOR NAME:	SCHOOL ADDRESS—CITY, STATE, ZIP
DISTRICT BUSINESS ADMINISTRATOR PHONE/FAX:	GRADE SPAN OF SCHOOL: Grades ___ - ___ Elementary_____ Middle ______ High School _____
DISTRICT ADDRESS—CITY, STATE, ZIP	TOTAL SCHOOL-BASED BUDGET FUNDS:

ASSURANCES

To the best of my knowledge and belief, the information contained in the WSR Implementation Plan and School Based Budget is true and correct. I further certify that I have reviewed and submitted comments to the School Management Team regarding the WSR Implementation Plan and School-Based budget. The following are attached: Assurances, WSR Implementation Description, WSR Timeline, Participants in Application Development Form, 2001-2002 Activity Plan, Revised Required Programs in Secondary Schools Plan and RPSS required forms (if applicable), Evaluation Plan, Budget Summary, Budget Workpapers, Technology Plan, Accountability Plan and Class Size Reduction Plan.

Signature of School Principal & Date:	Signature of WSR School Facilitator & Date:
Signature of Chief School Administrator & Date:	Signature of Business Administrator & Date:

The WSR Implementation Plan and School-Based Budget has been duly authorized by the SMT of the ________________ School. We have included the copies of the WSR Implementation Plan and School-Based Budget as required.

Signature of SMT Chair:	SMT Chair Address:
SMT Chair Fax:	SMT Chair Phone:

Due Date: DECEMBER 1, 2000

Revision Date ______ .... Page _____of _____

NEW JERSEY DEPARTMENT OF EDUCATION
WHOLE SCHOOL REFORM
C. IMPLEMENTATION DESCRIPTION

Duplicate this page as needed.

District:	School:
Cohort: ___1st ___2nd ___mid-yr. 2nd ____3rd	WSR Model:

# SP. ED. TEACHERS:	# SP. ED. AIDES:	CURRENT # SECURITY GUARDS:
# SELF-CONTAINED SP. ED. CLASSROOMS:	CURRENT # TEACHERS:	CURRENT # ADMINISTRATORS:

Complete this form by succinctly responding to the following questions on the processes used and decisions made in order to complete the 2001-2002 WSR Implementation Plan:

1. How was your needs assessment completed and used by the SMT to develop the WSR Implementation Plan?
2. What existing programs will be continued and which will no longer be needed based on the requirements of the developer and the components of the WSR model selected or alternative program design?
3. What programmatic decisions were used by the SMT to reallocate fiscal and staff resources?
4. How will the current plan accomplish full implementation of the WSR model or alternative program design by the third year?
5. What revisions, if any, were made to the plan from the previous year?
6. What strategies will be used to accomplish class-size reduction and increased attendance rates of students.
7. What are the goals and objectives, the projected outcomes, waivers needed, and any particularized needs?
8. What barriers must be overcome to effectively implement your proposed plan?

THIS PAGE UPDATED OCT. 16, 2000

NEW JERSEY DEPARTMENT OF EDUCATION
WHOLE SCHOOL REFORM
D. IMPLEMENTATION TIMELINE

District:	School:
Cohort: ___1st ___2nd ___mid-yr. 2nd ____3rd	WSR Model:

Complete a one-or two-year WSR Implementation Timeline showing all components of the WSR Model being implemented each year and leading to full implementation of the model by year three. The timeline should be developed in consultation with the WSR model developer. Any 1st or 2nd cohort schools that were granted waivers to their initial timeline must explain the current status of implementation.

NEW JERSEY DEPARTMENT OF EDUCATION
WHOLE SCHOOL REFORM
E. PARTICIPANTS IN THE SUBMISSION DEVELOPMENT

District:	School:
Cohort: ___1st ___2nd ___mid-yr. 2nd ___3rd	WSR Model:

The following School Management Team members and other stakeholders participated in the development of the WSR Implementation Plan & Budget (if applicable):

NAME	TITLE	SIGNATURE

NEW JERSEY DEPARTMENT OF EDUCATION
WHOLE SCHOOL REFORM

F. CLASS-SIZE REDUCTION PLAN

District:	School:
Cohort: ___1st ___2nd ___mid-yr. 2nd ____3rd	WSR Model:

a) Describe your plan for reducing class sizes to the required levels of 1:21 for Grades K-3, 1:23 for Grades 4-8 and 1:24 for Grades 9-12. By September 1, 2002 b) Indicate class sizes for each grade for 2000-2001 and 2001-2002 and the year that the required levels will be achieved. c) Indicate any barriers to plan accomplishment and how the school/district will resolve these. d) How will the district's facility plan affect class reduction?

NEW JERSEY DEPARTMENT OF EDUCATION
WHOLE SCHOOL REFORM
G. WAIVER REQUEST FORM

District:	School:
Cohort: ___1st ___2nd ___mid-yr. 2nd ____3rd	WSR Model:

A one-year equivalency or waiver to the rules must meet the following criteria:

1. The spirit and intent of *N.J.A.C.* 6A:24 are served by granting the equivalency or waiver;
2. The provision of a thorough and efficient education to the students in the district and the implementation of the *Abbott* court remedy is not compromised as a result of the equivalency or waiver; and
3. There will be no risk to student health, safety or civil rights by granting the equivalency or waiver.

Summarize waivers requested and the reason for the request on this form.

WHOLE SCHOOL REFORM IMPLEMENTATION PLAN

H. 2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr. 2nd _____3rd	WSR Model:
WSR Element #1: IMPROVED STUDENT PERFORMANCE/WSR Element #2: RESEARCH-BASED PROGRAM	
Goal Statement:	
Objective:	
Benchmark:	

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
1						
2						
3						
4						
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9						
10						
11						
12						

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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN

2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr. 2nd _____3rd	WSR Model:
WSR Element #3: SCHOOL-BASED LEADERSHIP AND DECISION-MAKING	
Goal Statement:	
Objective:	
Benchmark:	

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
1						
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12						

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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN

2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr. 2nd _____3rd	WSR Model:
WSR Element #4: INTEGRATION AND ALIGNMENT OF SCHOOL FUNCTIONS	
Goal Statement:	
Objective:	
Benchmark:	

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
1						
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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN

2001-2002 ACTIVITY PLAN – ONLY FIRST & SECOND COHORT SCHOOLS

District:	School:
Cohort: _____1st _____2nd _______mid _______3rd	WSR Model:
WSR Element #5: EDUCATIONAL TECHNOLOGY	
Goal Statement:	
Objective:	
Benchmark:	

#	Activity	Page # in SBTP	Budget Description	Budget Detail Amount	Work-paper	Method of Accountability
1						
2						
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12						

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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN

2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:

WSR Element #6: PROFESSIONAL DEVELOPMENT

Goal Statement:

Objective:

Benchmark:

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
1						
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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN

2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:

WSR Element #7: SAFE SCHOOL ENVIRONMENT CONDUCIVE TO LEARNING

Goal Statement:

Objective:

Benchmark:

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
1						
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12						

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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN

2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:

WSR Element #8: STUDENT AND FAMILY SERVICES & COORDINATION OF RESOURCES

Goal Statement:

Objective:

Benchmark:

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
1						
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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN

2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:
WSR Element #9: REWARD SYSTEM	
Goal Statement:	
Objective:	
Benchmark:	

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
1						
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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN

2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:

WSR Component: CLASS SIZE REDUCTION PLAN

Goal Statement:

Objective:

Benchmark:

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
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NEW JERSEY DEPARTMENT OF EDUCATION

WHOLE SCHOOL REFORM

I. EVALUATION PLAN

District:	School:
Cohort: _____1st _____2nd ______mid-yr 2nd ______3rd	WSR Model:

Describe the methods that will be used to evaluate (1) implementation progress (formative) and (2) outcomes (summative). Evaluation of implementation progress should determine to what degree the activities described in the plan have been undertaken (are they happening?). Evaluation of outcomes should determine effects on student achievement (is it working?).

Describe what measures will be used, who will develop and conduct the evaluation, when and how often the evaluation will occur, and how results will be used.

J. WSR IMPLEMENTATION PLAN – SMT REVIEW
For Elementary and Secondary Schools

This form should be used by the SMT to ensure that the plan and budget submitted to the Department of Education (DOE) are complete and comprehensive. SUBMIT THIS FORM WITH THE PLAN. Incomplete plans and/or budgets may delay approval or lead to disapproval by the DOE.

	WSR PLAN COMPONENT	QUESTION	YES/NO
1.	**Title Page**	Are all sections completed correctly?	
2.	**Assurances & Approval**	a. Have the CSA, Principal and SMT Chair provided assurances for the plan?	
		b. Have comments of the board and CSA (if any) and the school's responses been attached?	
		c. Are the assurances understood and signed by appropriate individuals?	
3.	**WSR Description**	Is the description of the following adequate and does it contain all necessary components?	
		a. A summary of the needs assessment?	
		b. A summary of the inventory of programs and services?	
		c. Is there a description of existing programs that will be continued?	
		d. Is there a description of programs no longer needed based on the requirements of the developer and the components of the WSR model selected?	
		e. Is there a description of how the SMT's programmatic decisions were used to reallocate fiscal and staff resources?	
		f. Is it clear how the plan accomplishes full implementation by the 3rd year?	
		g. Have any revisions made to the plan from the previous year been explained?	
		h. Is there a summary of strategies for class-size reduction for elementary and secondary schools?	
		i. Are there strategies for increased graduation rates for secondary schools?	
		j. Are there strategies for improved attendance rates for secondary schools?	
		k. Are there strategies for decreased dropout rates in secondary schools?	
		l. Is there a summary of the goals, objectives, outcomes, waivers (if applicable) and particularized needs (if applicable)?	
4.	**WSR Timeline**	Has a timeline been included that shows full implementation of all WSR model components by the 3rd year?	

5.	**Participants in Plan Development**	Were the following individuals or groups involved in the plan development to the fullest extent?	
		a. SMT chair?	
		b. School staff?	
		c. Parents?	
		d. Community members?	
		e. District WSR Liaison	
		f. District technology coordinator?	
		g. District bilingual/ESL specialist?	
		h. District workplace readiness	
		i. District special education specialist?	
		j. District early childhood specialist?	
		k. District Title I office?	
		l. District business administrator?	
		m. Other stakeholders?	
6.	**Instructions**	a. Was the plan developed in accordance with the WSR Implementation Plan/Instructions?	
		b. Was the plan developed in accordance with the developer's requirements?	
7.	**ACTIVITY PLAN**	Does the plan include the following:	
	Goals	a. Appropriate goals?	
	Objectives	b. Measurable objectives?	
		c. Objectives for all areas in which the school has not met state student performance standards?	
	Activities	d. Adequate activities to achieve objectives?	
		e. Adequate timelines to accomplish activities?	
		f. Budget data that corresponds to expenditures on the School-based Budget workpapers?	
		g. An evaluation plan for accomplishment of each activity and objective? Is the plan consistent with the elements of WSR?	
		h. Improved student performance?	
		i. Research-based program?(integrated into other elements)	
		j. School-based leadership and decision making?	
		k. Integration and alignment of school functions?	
		l. Educational technology?	
		m. Professional development?	
		n. Safe school environment conducive to learning?	
		o. Student and family services/coordination of resources?	
		p. Reward system?	
8.	**Articulation**	Do the activities ensure that curriculum is aligned with the CCCS and is articulated among the grades in the school?	
9.	**High School Transition**	If applicable, do the activities indicate collaboration with the middle or high school that students will attend to ensure a smooth transition to the next grade level?	
10.	**Early Childhood Transition**	If applicable, do the activities indicate collaboration with the early childhood education program that students will attend to ensure a smooth transition between levels?	
11.	**Other Plans**	Have the following other plans been included and are the plans effective and adequate?	
		a. Technology Plan?	
		b. Designation of a full-time technology coordinator?	
		c. Class-Size Reduction Plan?	

12.	**Evaluation**	Are the methods used to evaluate progress and outcomes of goals and objectives adequate?	
		a. Are methods used to evaluate student outcomes adequate?	
		Does the evaluation plan address the following?	
		Student achievement?	
		Student attendance?	
		Grade promotion?	
		Graduation? (secondary only)	
		Suspension?	
		Expulsion rates?	
		Dropout rates? (secondary only)	
		Stakeholder support?	
		Parental participation?	
		Technology integration?	
		Rewards?	
		Continuous staff development?	
		Access to health and social services?	
		Placements in alternative education?	
		Placements through School-to-Work or College?	
		Class size?	
		Combination of research-based strategies for high schools incorporated in the school?	
13.	**Budget**	Does the budget integrate all local agency resources in a cost-effective manner?	
		Has the following information been completed correctly?	
		School type?	
		Current school enrollment?	
		Projected school enrollment?	
		Name of the WSR model?	
14.	**General**	Has the following information been completed correctly on the summary and workpapers?	
		a. Funding sources?	
		b. FTEs?	
		c. Salaries?	
		d. Benefits?	
		e. All workpapers?	
		f. Transfer of costs from Activity Plan to Workpapers and Workpapers to Activity Plan?	
		g. Transfer of costs from Workpapers to Budget Summary?	
		h. Are the funding sources listed permitted by federal or state guidelines to be used for WSR?	
		i. Where ECPA funds are included as a funding source, is their use consistent with the approved ECP plan?	
		j. Is the method for estimating salary and benefits clearly explained?	

Revision Date _____ .... Page ____of ____

ABBOTT SCHOOL-BASED TECHNOLOGY PLAN (ASBTP)
IMPLEMENTATION STRATEGIES/ACTIVITY/ BUDGET TABLES
SCHOOL YEAR 2000-2002

District Name: __________________ **School Name:** ____

Goal: ____

Objective: ____

The ACTIVITIES listed **must include**: professional development; specific examples of infusion of technology into the adopted WSR model and the curriculum; and acquisition and maintenance of hardware, software and all related technology items such as wiring, network access, maintenance, telecommunications fees, and facilities. **NOTE:** Each item in the budget detail must also appear in the corresponding workpaper.

Strategy/ Activity	CCCS related to Strategy Activity	Title of person(s) that will implement strategy or activity	Budget detail and funding source (see KEY)	Work-paper	Timeline 2000-2001 or 2001-2002

FUNDING SOURCE KEY:
School Funding = S
District Funding = D
Grant Funding = G
Other Funding = O, please specify in table

Revision Date ______ .... Page _____of _____

ABBOTT SCHOOL-BASED TECHNOLOGY PLAN (ASBTP)

BUDGET SUMMARY

SCHOOL YEARS 2000 - 2002

District Name______________________________ **School Name**______________________________

List all expenditures from the **Implementation Strategies/Activity/ Budget Tables** including budget details, total allocation, funding source (e.g., District, State, etc.) and workpaper reference letter

BUDGET ITEM & table page #	**Detail or Cost Breakout**	**Total Allocation**	**Funding Source (see key in table)**	**Workpaper Reference**

Revision Date _____ .... Page _____of _____

ABBOTT SCHOOL-BASED TECHNOLOGY PLAN (ASBTP)

EVALUATION PLAN

SCHOOL YEAR 2000-2002

District Name: ________________ **School Name:** ____

GOAL:____

OBJECTIVE (Refer to the ASBTP implementation strategies/activity budget table)	Tools or criteria used to determine the success of the objective	Person(s) that will evaluate the objective	Timeline for Evaluation (Indicate month and year)

Revision Date ______ .... Page _____of _____

ABBOTT SCHOOL-BASED TECHNOLOGY PLAN (ASBTP)
CHECKLIST AND REVIEW FORM FOR 2000-2002

County:________________________**District:**____

SchoolName:____

Adopted Whole School Reform Model:____

School grade level: ____ Number of students in school:_____ Number of teachers in school:_____

School and/or district Web site address: ____

Page # in ASBTP	Page # in DTP	For NJDOE Use ONLY		LINK ALL OF THE FOLLOWING SCHOOL-BASED TECHNOLOGY PLAN (ASBTP) COMPONENTS TO THE DISTRICT TECHNOLOGY PLAN (DTP)
		NO	YES	
				VISION • *What is the **vision** for technology in your school over the next two years?* • *List the titles of all **persons involved** in the development of the school's 2001-2002 technology plan.*
				GOALS AND OBJECTIVES (through 2001) • *What are the school's goals and objectives? Be sure to **link them to the district technology plan's** goals and objectives.* • *Describe how the adopted model is **incorporated iton your school's goals and objectives** for technology?*
				SURVEY • *Attach a copy of the completed school survey form from NJDOE's 2000 School Technology Survey.*
				IMPLEMENTATION STRATEGIES/ACTIVITY NARRATIVE • *Describe how the school is **acquiring and maintaining all equipment, including wiring for buildings and networking items**.* • *Describe the **professional development activities for teachers, administrators, and school library media personnel** for 2001-2002.*
				IMPLEMENTATION STRATEGIES/ACTIVITY/BUDGET TABLES Complete the ASBTP Evaluation Plan to describe the implementation strategies and educational technology school-based activities/ link with the CCCS/ responsible party/timeline/ and costs for the 2001-2002 school year.
	N/A			**BUDGET SUMMARY PAGE** **List all expenditures from activity tables and indicate amounts, including budget details, total allocation, funding source and workpaper reference.**
				EVALUATION PLAN Complete the ASBTP Evaluation Plan to describe how the evaluation of the goals and objectives for technology in your school will be accomplished.

Reviewed by:

______________________________________ Date: __________ E-mail: ______________
Signature of SMT Representative

______________________________________ Date: __________ E-mail: ______________
Signature of School Principal

______________________________________ Date: __________ E-mail: ______________
Signature of District Technology Director/Coordinator

The person to contact for questions about the school technology plan: (PLEASE PRINT)

Name: ______________________________ Title: ____

Phone number: ________________________ E-mail address: ____________________________________

APPLICATION

LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE

INSTRUCTIONS AND FORMS

David C. Hespe
Commissioner of Education

Barbara Anderson
Assistant Commissioner
Division of Student Services

Thomas McMahon
Assistant Commissioner
Division of Finance

Submission Due Date:
December 1, 2000

To be submitted with
Whole School Reform Implementation Plan
Required Programs in Secondary Schools Plan

NEW JERSEY DEPARTMENT OF EDUCATION
PO Box 500
Trenton, NJ 08625-0500

INTRODUCTION

A. LOCAL PARTICULARIZED NEED

A local particularized need is one characterized by the following:

- is supported by an assessment of needs of a specified population of students in a given school or for early childhood programs in the district;
- has been demonstrated to be the cause of student failure in achieving the Core Curriculum Content Standards;
- can be remedied or corrected by a program or service, that has been formally evaluated to demonstrate its effectiveness; and
- is not effectively addressed by a WSR model or a whole school alternative program design nor by the required secondary programs.

> ➢ **A particularized need is school-based.**
> ➢ **Supplemental funding is district-based.**

Subsequent to the completion of the WSR implementation plan or the Required Programs in Secondary Schools plan, the School Management Team (SMT) may consider whether there exists a particularized need for further supplemental educational programs or services which are essential to ensure students' educational success and without which students cannot achieve the Core Curriculum Content Standards (CCCS). If such a need is determined, the SMT is responsible for providing a recommendation to the local board of education.

Administrative Code provides that, upon determination by the school board that a school has demonstrated a particularized need for an essential program or service, the school board must submit to the Department of Education (DOE) a proposed programmatic plan to address the particularized need. The purpose of this plan is to determine the required elements. The board's request for reallocation or additional funds to support a particularized need will be reviewed by the DOE in the context of the district budget review process.

> **NO PROGRAMS OR SERVICES BEYOND THOSE REQUIRED BY THE WSR MODEL OR APPROVED DESIGN SHALL BE APPROVED UNLESS A PARTICULARIZED NEED IS DEMONSTRATED PURSUANT TO *N.J.A.C.* 6A:24A-5.1.**

STATE REGULATIONS SUMMARY

The applicable sections of Chapter 6A:24 for a local particularized need include:

- 1.2 – Definitions
- 2.3 - Training of School Management Team Members
- 3.4 - Early Childhood Program Operational Plan
- 4.2 - Whole School Alternative Program Design
- 4.3 - Submission of WSR Implementation Plan
- 4.4 - School-based Budgets
- 5.1 - Demonstration of Particularized Need
- 5.2 - Application for Supplemental Programs or Services
- 6.1 - Implementation of Required Programs in Secondary Schools
- 7.1 - Application for Additional State Aid
- 8.1 - Long-range Facilities Plan

B. APPLICATION FOR LOCAL PARTICULARIZED REVIEW

The New Jersey Department of Education (NJDOE) will review submissions to ensure the following:

- required sections are complete and accurate;
- particularized needs described are supported by an assessment of student needs;
- particularized needs described have been shown to be the cause of student failure in achieving the CCCS;
- programs or services proposed as the remedy are documented by evidence showing they have worked successfully in the school and/or in other schools with similar characteristics and proven to address the identified need and are not provided by the WSR model or Required Programs in Secondary Schools;
- expenditures support the programs described and are not provided within the illustrative budget or Required Programs in Secondary Schools;
- the submission is complete, including signatures, assurances; and
- SMTs and LEAs are notified of final approvals.

Incomplete submissions may delay approval of the application or lead to disapproval. Once a Local Particularized Need Plan is approved it must be incorporated into the district budget using Fund 15.

C. PLAN APPROVAL PROCESS

Plans will be reviewed by the department to ensure that schools have followed the code requirements. All plans must:

- have all cover page information and signatures;
- be based on a comprehensive needs assessment. Careful consideration must be given to providing a plan that is based on the documented needs of the identified student population; and
- have attached all required justifications, descriptions, and supporting documentation.

The department will review all plans during the budget process and will contact the district and school to discuss the status of their plans.

The following are the steps in the approval process of local particularized needs:

Step 1. Needs Assessment indicates a Particularized Need should be submitted;

Step 2. SMT consults with principal and CSA and considers if a demonstrated particularized need exists.

Step 3. Determination of Particularized Need by SMT includes:

A. Assessment of student achievement of CCCS;
B. Where the CCCS are not being met a determination that failure of those students is caused by a particularized needs that are not capable of being addressed by existing WSR or required secondary programs at the school level;
C. Inventory of currently used programs and services targeted to the area(s) of need, together with an assessment of their effectiveness and efficiency in meeting such need, and an explanation as to why they are insufficient to meet the identified needs;
D. Review of community resources which could be used to address the identified areas of need and an explanation as to how they are being used or why they are not being used.

Step 4. SMT recommends to the board, with a copy to the SRI, the appropriate supplemental programs and services, which shall be documented by evidence that the programs and services have worked successfully in the school and/or in other schools with similar characteristics and proven to address the identified need.

Step 5. The board responds to SMT in writing:

A. In those instances where a board does not agree that the SMT has demonstrated a particularized need, the board shall provide to the SMT a detailed statement of the reasons for its determination.
B. In those instances where the board determines that a particularized need for a recommended supplemental program or service has been demonstrated, the board shall submit its proposed plan for the program to the Department for approval in accordance with provisions of *N.J.A.C.* 6A:24-7.1
C. In those instances where a board determines that resources are

insufficient to support the supplemental programs or services approved pursuant to *N.J.A.C.* 6A:24-5.2 after all possible reallocation at the school and district levels have been made, the board shall apply to the department for additional state aid in accordance with the requirements of *N.J.A.C.* 6A:24-7.1

Step 6. The board submits its proposed plan for the program or service to the department for approval. Applications for such approval shall be submitted on forms provided by the department and shall at a minimum include:

A. The particularized needs forms;
B. A demonstration that one or more public hearings have been held in order to obtain parent, student, teaching staff and citizen input on the application;
C. A general description of the supplemental program(s) or service(s) and an explanation of the particularized need(s) which shall be met in order to enable those students to achieve the Core Curriculum Content Standards;
D. A demonstration that the supplemental program(s) or service(s) is documented by evidence that the program(s) or service(s) have worked successfully in the school and/or in other schools with similar characteristics and is proven to address the identified need(s);
E. A plan for evaluating the continuing effectiveness and efficiency of the supplemental program(s) or service(s);
F. A demonstration that the requested supplemental programs or services will not delay or impede implementation of, and does not duplicate, WSR or secondary programs and services required;
G. A recommendation of elimination or modification of existing programs or services identified as less than effective and efficient, or which would overlap with proposed new program or service; and
H. An operating budget for the purpose of the supplemental program(s) or service(s).

Step 7. Supplemental programs or services that are not approved by the department pursuant to *N.J.A.C.* 6A:24-5.2 cannot be included in a district wide budget that requests additional state aid pursuant to *N.J.A.C.*6A:24-7.1.

A. Any application for supplemental programs or services denied by the department may be appealed to the Commissioner pursuant to the provisions of *N.J.A.C.* 6A:24-9.1.

INSTRUCTIONS

The board must submit a separate application for each discrete or unrelated particularized need for a supplemental program or service. Separate applications are required for each school within a district even though two or more schools may have demonstrated very similar particularized needs. A signed board resolution must be submitted with the application. At a minimum, the programmatic plan for a particularized need should include:

1. Cover Page- Form Provided

   Insert the date of the signed board resolution in the space provided.

2. Definition of Identified Particularized Need

3. Program Description

   Provide the following in the Program Description:

   - a description and explanation of the particularized need that the programs or services proposed as the remedy will address to enable the identified students to achieve the CCCS;
   - a description of how the requested supplemental program will not delay or impede implementation of, nor duplicate, WSR programs, Required Programs in Secondary Schools, or other services required elsewhere in the regulations;
   - a description of the district's plan for incorporating the program or service into subsequent regular budgeting cycles; and
   - inventory and assessment of all such existing programs that have not been already included in the WSR Implementation Plan or Required Programs in Secondary Schools;

4. Description of Methods and Results

   Describe the methods and results of the student needs assessment underlying the request, including an identification of the specific population(s) to be served.

5. Justification

   Provide a justification that shows that the needs to be addressed cannot be met through existing WSR or Required Programs in Secondary Schools. This justification should include the following:

- Supporting documentation that confirms the results of the inventory and assessment;
- Explanation for why each existing WSR or RPSS program is insufficient to meet the identified need.
- If the application is for on-site health and social services, an explanation as to why the program cannot be provided efficiently or effectively off site.

6. Detailed Activity Plan – Form Provided

On each Activity Plan form, state the name of the district, school, WSR model or Required Program in Secondary Schools area, current date and page number. The revision date will be used if revisions are necessary. Indicate cohort or Non-WSR secondary school on each form. Complete the following for each page of the Activity Plan:

- create a goal, objective and benchmark relating to accomplishment of the particularized need;
- describe the tasks and activities in chronological order planned for the accomplishment of each goal and objective in the Activity Column;
- indicate the month and year the activity will be completed in the Timeline Column;
- list, in detail, all expenditures necessary to complete the activity in the Budget Description Column;
- include the cost of each detailed expenditure in the Budget Amount Column;
- indicate the GAAP code and workpaper from the school-based budget form which coincides with the expenditures and costs for this activity; and
- indicate in the Evaluation Column the anticipated result/outcome & specific data that will track the impact of each program or service.

7. Budget – Form Provided

A detailed plan and budget for the proposed program or service, including staffing, supplies, facilities and other considerations, as well as a demonstration, where appropriate, of compliance with applicable law. A separate budget form (attached) must be submitted for each particularized need submitted by a school.

An identified particularized need may be funded with current resources, the reallocation of existing resources and/or a request for additional supplemental funds. Current existing resources may include allowable federal, state, and local resources including funds for one-time expenditures in the 2000-2001 budget that will not be continuing in the 2001-2002 (e.g., major renovations, computer purchases, rewiring). The request for supplemental funds for an identified need must address all possible funding sources. If the identified need cannot be addressed with current resources, a district may request supplemental funding.

Complete a budget statement for the identified particularized need. In the spaces provided, include a breakdown of all existing resources that will be allocated for the particularized need by funding source and the amount that is being reallocated. If additional funds are being requested, indicate the estimated amount. The total for all identified resources should agree with the total amount for the particularized need. The amounts provided are estimates. Actual requests for supplemental funding will be made through a separate application process that will be part of the February budget submission. Those districts making supplemental funding requests will be asked to identify other programs, services and expenditures that would have to be eliminated if supplemental funding is not provided. **Once approved, appropriations for particularized needs cannot be eliminated.**

FORMS

A. SUBMISSION CHECKLIST FOR THE APPLICATION FOR LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE

Use this checklist to ensure that the contents of your Particularized Needs submission package are complete.

_____ Cover Page (Form Provided)

_____ Definition of Identified Particularized Need

_____ Program Description

_____ Description of Methods and Results of Student Needs Assessment

_____ Justification Showing that WSR Model or Required Secondary Program Does Not Address Student Need

_____ Inventory and Assessment of All Existing Programs

_____ Supporting Inventory and Assessment of all Existing Programs Documentation

_____ Explanation for Why Each Existing Program Does Not Meet Particularized Student Need

_____ Health and Social Service Request--Explanation Why the Program Cannot Be Provided Effectively Off Site

_____ Detailed Activity Plan (Form Provided)

_____ Budget (Form Provided)

Date of Revision__________ Page ____ of ____

NEW JERSEY DEPARTMENT OF EDUCATION
LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE
B. COVER PAGE

SCHOOL:		NAME OF PROPOSED PARTICULARIZED NEED PROGRAM:
DISTRICT:		POPULATION SERVED:
COHORT: ___1ST ___2nd ___mid-yr. 2nd ___3rd	WSR MODEL:	SECONDARY SCHOOL: _____MIDDLE ___HIGH GRADES SERVED: __________ TO ________
CURRENT DATE:		REGION: ___North ___Central ___South
DISTRICT CONTACT:		GRADE SPAN OF SCHOOL:
DISTRICT CONTACT PHONE:		SCHOOL PRINCIPAL:
DISTRICT CONTACT FAX:		PRINCIPAL PHONE:
DISTRICT CONTACT E-MAIL:		PRINCIPAL FAX:
SCHOOL ADDRESS:		PRINCIPAL E-MAIL:
DISTRICT BUSINESS ADMINISTRATOR NAME:		STATE, ZIP
DISTRICT ADDRESS—CITY, STATE, ZIP		DISTRICT BUSINESS ADMINISTRATOR PHONE/FAX:
		TOTAL FUNDS REQUESTED:

CERTIFICATION

To the best of my knowledge and belief, the information contained in the Local Particularized Need for Supplemental Program/Service Application is true and correct.

Certification of School Principal:	
Certification of WSR School Facilitator:	
Certification of Chief School Administrator:	
Certification of Board of Education:	

The Local Particularized Need Application has been duly authorized by the SMT of the ________________________ School. We have included the copies specified in the instructions

Certification of SMT Chair:	
SMT Chair Address:	SMT Chair Phone:

Local Particularized Needs Applications must be included with the WSR Implementation Plan or RPSS Plan and received by:

December 1

Date of Revision__________ **Page** ____ **of** ____

ACTIVITY PLAN

FOR LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE

Duplicate as required.

District:	School:	
Cohort: ____1st ____2nd ____mid-yr. 2nd ____3rd	WSR Model:	Non-WSR Secondary School
Name of Proposed Particularized Need Program or Service:		
Goal Statement:		
Objective:		
Population:		

#	Activity	Timeline	Budget Description	Budget Amount	GAAP Code & Workpaper	Evaluation Results
1						
2						
3						
4						
5						
6						
7						
8						
9						

Date of Revision__________ Page _____ of _____

NEW JERSEY DEPARTMENT OF EDUCATION
LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE
BUDGET SUMMARY

NAME OF PROPOSED PROGRAM OR SERVICE TO MEET PARTICULARIZED NEED:

District	School	County	District Code	School Code

EXPENDITURE CATEGORY	FUNCTION / OBJECT CODES	FUNDING SOURCE	2000-2001 BUDGET	EXISTING FUNDS ALLOCATED	FUNDS REALLO-CATED	ADDITIONAL FUNDS REQUESTED
INSTRUCTION	100-					
Salaries of Teachers	100-101					
Other Salaries for Instruction	100-106					
Purchased Prof. & Tech. Serv.	100-300					
Other Pur. Serv. (400-500)	100-500					
Tuition	100-560					
General Supplies	100-610					
Textbooks	100-640					
Other Objects	100-800					
SUBTOTAL INSTRUCTION						
SUPPORT SERVICES	200-					
Sal. Of Supervisors of Instr.	200-102					
Sal. of Program Directors	200-103					
Sal. of Other Prof. Staff	200-104					
Sal. of Secr. & Clerical Assist.	200-105					
Other Salaries	200-110					
Personal Serv. -Benefits	200-200					
Purchased Prof. - Ed. Services	200-320					
Other Purchased Prof. Services	200-330					
Purchased Technical Services	200-340					
Rentals	200-440					
Contr. Servs - Transport. Other Than Betw. Home & School	200-516					
Travel	200-580					
Other Pur. Serv. (400-500)	200-590					
Supplies and Materials	200-600					
Other Objects	200-890					
SUBTOTAL - SUP. SERV.						
FACILITIES ACQ & CONSTR SERV	400-					
Buildings (Use Charge)	400-720					
Instructional Equipment	400-731					
Noninstructional Equipment	400-732					
SUBTOTAL - FAC ACQ 7 CONSTR						
TOTAL						

	Funding Source	Estimate		
Resources (Attach a sheet if additional space is needed)				
Existing Resources				
Existing Resources				
Reallocations				
Supplemental Funding Request				
TOTAL				

Date of Revision__________ Page _____ of _____

SMT REVIEW FORM

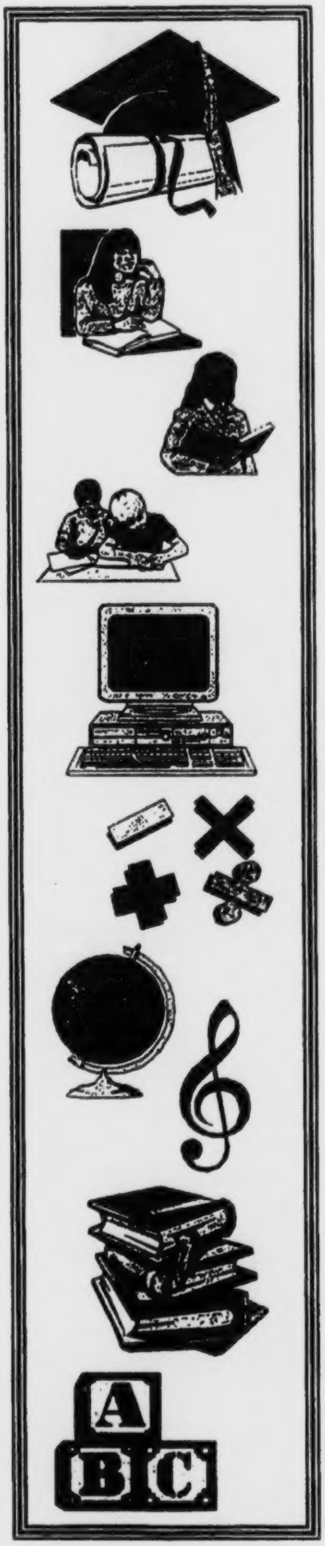
LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE

This form should be used by the SMT to ensure that the plan and budget submitted to the Department of Education (DOE) are complete and comprehensive. DO NOT SUBMIT THIS FORM WITH THE PLAN. Incomplete plans and/or budgets may delay approval or lead to disapproval by the DOE.

	PART. NEED PLAN COMPONENT	QUESTION	YES/NO
1	**Cover Page**	Are all sections completed correctly?	
2	**Board Resolution**	Is a Board of Education resolution approving submission of the plan enclosed?	
3	**Definition**	a. Has a clear and complete definition of the proposed particularized need been included?	
		b. Is adequate documentation provided to establish that the proposed program or service is documented by evidence showing it has worked successfully in the school and/or in other schools with similar characteristics and proven to address the identified need with effective results?	
4	**Program Description**	Is the description adequate and does it contain the following necessary components:	
		a. **Explanation of the particularized need that the program or service will address to enable the identified students to achieve the CCCS?**	
		b. Description of how the requested program will not delay or impede implementation of, nor duplicate, WSR program, RPSS or other services required in the regulations?	
		c. Description of district's plan for incorporating the program or service into subsequent regular budgeting cycles?	
5	**Justification**	Does the justification for the particularized need adequately show that the needs cannot be met through existing WSR or RPSS and include the following:	
		a. An inventory and assessment of all such existing programs that have not been already included in the WSR Implementation Plan or RPSS?	
		b. Supporting documentation that confirms the results of the inventory and assessment (hard data)?	
		c. Explanation for each existing program or service as to why it is insufficient to meet the identified need?	
		d. If the application is for health and social services on site, an explanation as to why the program cannot be provided efficiently and effectively off site?	
6	**Activity Plan**	Does the plan include the following?	
	Goals	a. Appropriate goals?	
	Objectives	b. Measurable objectives?	

Date of Revision__________ Page _____ of _____

	PART. NEED PLAN COMPONENT	QUESTION	YES/NO
	Activities	c. Adequate activities to achieve objectives?	
		d. Adequate timelines to accomplish activities?	
		e. Budget data that corresponds to expenditures on the budget sheet?	
		f. An evaluation measure for accomplishment of each activity and objective?	
	Evaluation	Are the methods used to evaluate progress and outcomes of goals and objectives adequate?	
		Are methods used to evaluate student outcomes adequate?	
7	**Budget**	Has the following information been completed correctly on the budget page?	
		a. Funding source?	
		b. 2001-2002 Budget	
		c. Existing funds allocated?	
		d. Funds reallocated?	
		e. Additional funds requested?	
		f. How cost-effective is the budget?	
		g. Are all needed supplies and staff included in the budget?	



Section IX

Whole School Reform Implementation Plan and School-Based Budget for Secondary Schools and Elementary Schools Incorporating Grades 6 through 8 with Required Programs in Secondary Schools

WSR IMPLEMENTATION PLAN
AND
SCHOOL-BASED BUDGET

SECTION IX TO BE
COMPLETED BY
SECONDARY SCHOOLS

AND

ELEMENTARY SCHOOLS INCORPORATING GRADES
6 THROUGH 8 WITH
REQUIRED PROGRAMS IN SECONDARY SCHOOLS

NOTE: Schools with grades 6, 7, and 8 in an elementary structure are eligible to apply for Required Programs in Secondary Schools. Any elementary school intending to apply for RPSS must refer to Section IX for forms and instructions on the WSR Implementation Plan and School-based Budget.

SECONDARY SCHOOLS
AND
ELEMENTARY SCHOOLS INCORPORATING GRADES 6-8 WITH
REQUIRED PROGRAMS IN SECONDARY SCHOOLS

Definition:

Secondary means middle and high school grades 6 through 12, except in districts having an elementary structure incorporating grades 6 through 8, in which case it means grades 9 through 12.

This section of the *Guide for Implementing Urban Education Reform in Abbott Districts*:

- Assists the principal and the SMT in the development of the revised WSR Implementation Plan and School-based Budget;
- Describes the elements of a WSR Implementation Plan;
- Outlines the areas of alignment between the WSR Implementation Plan and required district plans;
- Suggests a planning process for developing the WSR Implementation Plan; and
- Contains forms and instructions for completing the WSR Implementation Plan.

Regulations Related to Section IX
***N.J.A.C.* 6A:24**

1.2 - Definitions
1.4 - Responsibilities of Local Districts
2.2 - Responsibilities of School Management Teams
4.1 - Implementation of WSR Model
4.3 - Submission of WSR Implementation Plan
4.4 - School-based Budgets
5.1 - Demonstration of Particularized Need, Needs Assessment
5.2 - Application for Supplemental Programs or Services
6.1 - Implementation of Required Programs in Secondary Schools
7.1 - Application for Additional State Aid

A. ALIGNMENT OF WSR ELEMENTS AND MODEL COMPONENTS

The first major step taken by a school in implementing WSR is to complete a thorough needs assessment based on the nine WSR elements in the regulations. The needs assessment should be sufficiently comprehensive to address the needs of all students, including students with disabilities and limited English proficiency (LEP). After the assessment is completed, the school is ready to select a model that will meet its unique needs. Based on the needs identified, the WSR model components and New Jersey's definition of WSR, the school will develop its plan. The illustrative budget for the school's selected model will provide parameters for those elements identified as required to implement the selected model in New Jersey. The WSR Implementation Plan illustrates the comprehensive approach the school will follow to improve student achievement and school performance and attain the school's vision.

In developing the WSR Implementation Plan and supporting budget, the school must include the nine elements of WSR, the WSR developer's required model components, and a class-size reduction plan. Schools that do not currently have an approved technology plan must complete a technology plan. In addition, secondary schools (middle and high) must also include the Required Programs in Secondary Schools and strategies for increasing graduation and attendance rates and decreasing the dropout rate. Finally, high schools (grades 9-12) must incorporate an effective combination of the research-based strategies for high schools pursuant to *N.J.A.C.* 6A:24-4.1(c).

For all WSR schools, a plan for developing a progress report must be submitted after approval of the WSR plan. The SRI team and developers will work with schools in developing this progress report. The evaluation plan should provide an outline for an interim and final progress report.

The School Management Team, Principal and CSA of each school must submit a WSR Implementation Plan annually on or before December 1. However, first and second cohort schools are encouraged to submit their plans on November 1.

The WSR Implementation Plan contains two sections: a plan describing how the WSR model or department-approved alternative program design will be implemented and a school-based budget that indicates how the school's budget will support all aspects of the school's reform effort. The planning process provides an opportunity for the school to do the following:

- conduct a thorough needs assessment based on the nine WSR elements;
- reexamine the effectiveness of current programs and uses of funds;
- create a school vision of a comprehensive WSR plan that considers the diversity of the student population and is focused on improving student achievement;
- integrate all school programs to achieve the vision and mission of the school;
- implement the nine elements of WSR to improve student achievement;
- promote thinking about how the programs collectively fit together in the WSR design;
- blend all available local, state and federal resources;
- focus all efforts and resources on supporting improved student achievement of the CCCS through WSR; and

- eliminate ineffective programs and reallocate resources as needed to meet the needs of the school and focus on reform efforts.

B. NINE ELEMENTS OF WHOLE SCHOOL REFORM AND OTHER REQUIRED COMPONENTS

All nine elements must be integrated into each school's WSR effort and into the implementation plan developed by each school. The requirement applies to all schools at both the elementary and secondary level. Developers of the WSR models approved for implementation in New Jersey have agreed to address all the elements that the DOE has included in its definition of WSR. The developers should be consulted regarding program modifications and adaptations that will facilitate the participation of students with disabilities and LEP students in school programs. The school should consult the developer when creating the plan to ensure an effective integration of the model and the WSR elements. The next section outlines the nine elements of WSR and suggests examples of activities that may be included in each area.

- **Note:** For schools with a WSR model or approved alternative program design, the department will provide an illustrative budget.

The complete text of the nine elements can be found in the regulations in Section III of this guide. Examples of activities, strategies and WSR program components that may be considered for each element are included in the text block following the element. The examples contained in the blocks *are not the only acceptable activities.* Improved Student Performance and Research-Based Programs, elements one and two, form the underpinnings for all other WSR efforts. All seven other elements must, therefore, be focused on achieving improved student performance, and this must be accomplished through the implementation of a research-based model or the alternative program design and component parts. Schools may cross-refer the elements as needed to reduce redundancy.

1. Improved Student Performance and **2. Research-Based Program** require that the primary focus and purpose of all the school's WSR efforts be on student achievement of the CCCS accomplished through the implementation of a comprehensive model, one with demonstrated effectiveness or a clear and proven record for achieving improved student performance. Student achievement is demonstrated by improved student results as measured by the state tests ESPA, GEPA, and HSPT/HSPA. This focus on improved student performance is seen in measurable objectives stating specific outcomes for improvement. For example, by June 2000, 90 percent or more of the students in grades 1-3 will demonstrate an 85 percent or better passing rate on the district's reading assessment; or, by June 2000, the percentage of students in grade 4 identified as proficient on the math section of the ESPA will increase from 30 percent to 40 percent. Schools are encouraged to use the Quality Assurance Annual Report objectives in their plans. Schools in state-operated school districts are encouraged to use the objectives in their strategic plans.

Since all elements are expected to be research-based, such examples have been embedded in the lists under the other eight elements.

Activities, strategies and WSR components supporting objectives for improved student performance through a research-based program can include:

- Providing *Talent Development's Ninth Grade Academy* and other instructional materials for the model
- Developing *Powerful Learning Experiences* (Accelerated Schools)
- Assessing student progress
- Alignment of the curriculum with WSR model
- Providing for scheduling tutors and in-class support
- Providing a range of program modifications, supplementary aids and services, and supports for school personnel to ensure participation of students with disabilities
- Establishing learning centers for the *Essentials of Literacy* WSR component (Comer)
- Providing teachers with 90-minute reading blocks for all students
- Conducting curriculum development task force work sessions
- Implementation of *MathWings* and *WorldLab* (SFA/R & W)
- Establishing small learning communities
- Implementing district writing initiative
- Providing instructional staff to implement Core Curriculum Content Standards
- Providing native language and ESL instruction to limited English proficient students based on need

3. **School-based Leadership and Decision-Making** recognizes that, if WSR is to be effective, it must be supported through a strong system of school level leadership (i.e., SMTs) including decision-making at the school level, the level on which change must occur.

Activities, strategies and related WSR components for school-based leadership and decision-making can include the following:

- Establishing a mechanism to effectively implement site-based management
- Assigning administrative staff to support and carry out school functions
- Establishing/reconvening the SMT and scheduling monthly meetings
- Providing substitute coverage for day time or extended meetings
- Establishing a database to assist the SMT in assessing progress of implementation

- Providing training for SMT on team-building, budgeting, and personnel
- Establishing communication systems throughout the school to disseminate SMT information
- Assigning administrative staff to carry out specific strategies
- Establishing subcommittees to carry out responsibilities in the regulations

4. **Integration and Alignment of School Functions** recognizes that WSR requires a tightly woven system with all efforts integrated and aligned and moving in the same direction. *Fragmentation and the continuation of divergent programs are not acceptable.* This means that, in the development of the implementation plan and the school-based budget, such programs and activities will not be funded.

Activities, strategies and WSR components for the Integration and Alignment of School Functions can include the following:

- Reallocating staff to reduce class size
- Assigning regular specialists to provide tutoring
- Integrating the SFA bilingual component into the bilingual plan
- Ensuring that all Individualized Education Program (IEP) team members are familiar with the school's WSR model
- Implementing a process for assignment of substitute teachers familiar with the WSR model
- Establishing a mechanism to ensure faithful replication of the model

5. **Educational Technology (Required Program in Secondary Schools: This element relates to Area 5--Infusion of Educational Technology)** requires that technology be infused throughout all aspects of the curriculum and instruction in conjunction with the WSR model. Educational technology is an integral part of our world for all our students. WSR in New Jersey must, therefore, incorporate educational technology into all aspects of the curriculum, including professional development for staff and an infrastructure that makes its use possible. This portion of the implementation plan is satisfied by the attached school's required technology plan (3rd cohort only) or the completion of the Activity Plan by schools that have an approved technology plan.

Activities, strategies and related WSR components for the educational technology element can include:

- Collaborating with district staff to conduct a technology staff and equipment audit of the school
- Providing the required computer ratio for Co-NECT implementation
- Conducting staff surveys to identify training needs
- Providing training sessions for parents on the use of technology
- Developing a technology plan that includes integration of technology into all CCCS areas
- Determining whether a student with disabilities requires assistive technology devices and services as part of his/her IEP
- Identifying and providing software to support the CCCS instruction in the school
- Assigning a full-time technology coordinator to oversee technology plan implementation
- Obtaining necessary software to enhance instruction
- Providing maintenance contract for existing technology areas

6. **Professional Development (Required Program in Secondary Schools: This element relates to Area 6--Professional Development)** recognizes the necessity of an organized, continuous program of staff training to acquire new knowledge and skills related the CCCS and the implementation of the selected WSR model. Professional development for parents and community members on the SMT is also essential for the implementation of the WSR model and the attainment of the school's achievement goals.

   The New Jersey State Board of Education has adopted regulations requiring continuing professional development for all of New Jersey's teachers. The new professional development regulations require that all of New Jersey's teachers complete one hundred hours of professional development every five years, beginning in September 2000. The requirement may be satisfied through a combination of various State-approved experiences, as recommended by the Professional Teaching Standards Board and approved by the Commissioner of Education. Attendance at trainings provided by model developers will satisfy the requirement if these conditions are met:

   a. Participants must register on the department's Web site.
   b. The instruction must relate to the New Jersey Core Curriculum Content Standards. (For information, contact Lois Terlecki at (609) 292-2070 in the Office of Standards and Professional Development.)

Activities and related expenditures for Professional Development can include:

- Offering initial or refresher training for staff and/or other required stakeholders on the selected WSR model
- Identifying and providing for the personnel development needs of professionals, paraprofessionals, and parents involved in the education of students with disabilities and LEP students
- Providing substitute coverage to allow for training
- Attending in- and out-of-district conferences relating to CCCS
- Identifying consultants to conduct professional development training—technology, health & social services and other areas related to the model
- Establishing a professional development subcommittee to survey needs and propose training
- Determining calendar of professional development dates
- Attending developer state and national conferences
- Attending WSR model network meetings
- Providing for ongoing collaborative professional development sessions for staff
- Providing workshop on student assessment
- Contracting with the developer to provide implementation visits to assess WSR progress

7. **Safe School Environment Conducive to Learning (Required Program in Secondary Schools: This element relates to Area 2--School Security Program)** acknowledges every student's basic right to a safe school environment where learning can occur. A code of conduct defining acceptable and unacceptable student behaviors and the resulting consequences should be developed in alignment with a district security plan. Security staff and any necessary protective devices such as surveillance cameras, walkie-talkies, alarm systems, etc., are to be provided as needed by the district to ensure school safety.

Activities and strategies for Safe Environments Conducive to Learning can include:

- Assigning one security guard for every 225 students (secondary school) and one security guard for each elementary school
- Establishing an SMT subcommittee to assess/review the school safety plan and code of conduct
- Providing walkie-talkies required by security guards
- Developing a parent student handbook addressing discipline standards, practices and procedures
- Implementing conflict prevention and management and bias reduction programs, e.g., *Consistency Management* in Project GRAD

- Including positive behavioral intervention and support in the IEPs of students with disabilities when behavior impedes the student's learning or other students' learning
- Conducting parent awareness workshops regarding the school safety plan
- Establishing or reviewing the procedures for referral of students to alternative education
- Creating an in-school suspension program
- Providing conflict mediation training for security guards
- Developing and implementing a character education program

8. **Student and Family Services/Coordination of Resources (Required Program In Secondary Schools: This element relates to Area 1--Access to Health & Social Services)** require that each elementary school maintain a Family Support Team or a comparable entity. The support team encourages parental involvement in the school and in the student's learning and intervenes to resolve behavioral, nutritional, attendance and other issues. The Comer Student and Staff Support Team (SSST) is an example of a means to address student and family services. The support team receives teacher referrals of students who are not making progress and makes referrals to appropriate health and social service agencies as needed. Secondary schools are required to address this element as part of the Required Programs in Secondary Schools. Schools must ensure that they have a mechanism in place to provide access to health and social services that the SMT has identified as being essential for the educational achievement of students. This mandate can be accomplished through utilization of existing district staff, programs and services and through coordination of and referrals to community-based providers and resources.

   - **Note**: Each secondary school must have a full-time Health and Social Services Coordinator
   - **Note**: The Health and Social Services Coordinator shall provide assistance to the SMT as needed.
   - **Note**: Each school must establish and implement procedures for the delivery of intervention and referral services.
   - **Note**: Each district must fulfill the requirements for school health services such as school nurses and the function of the substance awareness coordinator as required in *N.J.A.C.* 6A:24-1.2 and *N.J.A.C.* 6A:24-6.3.

Activities, strategies and model components for Student and Family Services/Coordination of Resources can include:

- Conducting an assessment and inventory of existing school, community and district resources
- Providing training for staff and parents on the functions of the Family Support Team
- Providing Comer materials to support the SSST

- Assigning a Health and Social Services Coordinator in the middle/high school
- Assigning appropriate staff such as nurses, social workers and guidance counselors to carry out the functions of this element
- Creating agreements with community providers of social services
- Providing NJGAINS (NJ Gaining Achievement in the New Standards) workshops for parents on the CCCS
- Providing training for parent volunteers on the Comer Parent Team
- Establishing and implementing procedures for the delivery of intervention and referral services for students with behavior and learning problems
- Establishing a teen parent program

9. **Reward System/Accountability** requires each school to establish a system of rewards recognizing the accomplishments and contributions of teachers, parents and administrators who have helped students attain the CCCS. The school's reward system must be aligned with the district's accountability system.

Activities, strategies and WSR components for establishing a reward system can include:

- Implementing a monthly classroom attendance award program
- Establishing a subcommittee to investigate and be responsible for the reward system process
- Developing a plan for accessing and evaluating the levels and procedures for accountability
- Developing a rubric (an authoritative directive or rule) to assist the staff and SMT in the monitoring of the implementation
- Providing rewards and recognition as established for the various stakeholders
- Reviewing eight-week student assessment data and providing rewards for student growth

The regulations outline additional required WSR components that must be implemented in (a) secondary schools (middle and high) and (b) high schools only.

(1) **All secondary schools (middle and high schools)** must include in the WSR Implementation Plan the following components:

- Required Programs in Secondary Schools;
- Strategies for increasing graduation rates;
- Strategies for increasing attendance rates; and
- Strategies for decreasing the dropout rate.

(2) **All High schools (grades 9-12)** must identify their assessed needs and consider their unique characteristics by incorporating an effective combination of the following research-based strategies for high schools pursuant to N.J.A.C. 6A:24-4.1(c) into their WSR Implementation Plan:

- Create small learning communities so that schools are organized into small units of students and use a variety of instructional strategies that engage students and accommodate individual learning styles;
- Utilize flexible time for teaching and learning so that schools may organize the day, week and month to lengthen blocks of instructional time;
- Develop instructional content so that schools are able to structure learning around careers and student interest and link out-of-school experiences to classroom instruction;
- Develop student assessment so that schools assess student progress by what they are capable of doing and use rich assessments that include portfolios, performance tasks and examples of student accomplishments to measure progress in meeting HSPA and other state assessments;
- Establish community partnerships so that schools work collaboratively with parents, community and business for the purpose of enabling students to achieve the Core Content Curriculum Standards; and
- Establish partnerships with institutions of higher education so that the schools establish an articulation agreement with institutions of higher education to implement a WSR model or the whole school alternative program design, use a variety of assessments and evaluations to measure the effectiveness of WSR implementation, and improve the transition between high school and post-secondary education.

C. REQUIRED PROGRAMS IN SECONDARY SCHOOLS

There has been much research and documentation of WSR programs designed to increase student achievement on the elementary level. Although middle and high school whole school reform programs exist, the Abbott V decision found that relevant research for schools at these levels has not been as fully developed. To provide programs that achieve the goal of enabling students to meet the CCCS at the secondary level, the following six critical program and service areas have been identified as essential to ensure improvement in student achievement in all secondary schools engaged in reform. The regulations require implementing these six programs to enhance student achievement.

This section outlines the RPSS requirements, the areas of alignment between the RPSS Plan and other required district plans, and a planning process for developing the RPSS. Technical assistance from those in the district's central office with expertise in each area should be sought in order to ensure that the plan in each area is comprehensive and inclusive of district-wide initiatives. Your plan should demonstrate how the RPSS relates to the district-wide plan and what kind of services the students will receive.

There are six RPSS areas. *Four* of these six areas, however, are *already incorporated into the WSR elements* outlined on the previous pages of this section. These elements are the following: Area No. 1--A Mechanism for Access to Health and Social Services; Area No. 2--A School Security Program; Area No. 5--Infusion of Educational Technology; and Area No. 6--Professional Development. Activity plan forms that are provided for these four areas will satisfy the requirements *both* for the WSR implementation plan and the RPSS plan.

The remaining two RPSS areas are School-to-Work and College Transition Programs and Mechanism for Identifying Students Requiring Alternative Education. These two areas are described below.

No additional programs or services beyond those required by the model or approved design will be approved unless a particularized need is demonstrated by the school. (The Local Particularized Need Application can be found at the end of this section.)

RPSS Area 3. A Mechanism for Identifying Students Requiring Alternative Education

Alternative education, as defined by the DOE, offers nontraditional yet effective learning environments that provide flexible educational delivery systems closely related to the learning styles and the individual needs of students. This learning opportunity is designed to meet the special needs, interests and aspirations of at-risk youth who may be disruptive and/or disaffected within the traditional academic environment. Alternative education schools are small and carefully staffed, and provide intense, comprehensive and individualized services to students and to their families, so students can achieve the CCCS. These programs also include services such as work study opportunities, community service involvement, life skills training, job search training, vocational education, social services and personal growth counseling. They may also incorporate site-based management approaches, cooperative learning strategies, and shared decision making into the program structure. In addition, alternative education schools provide a caring and supportive long-term environment where rules and regulations are clearly defined and fairly and consistently enforced.

If the district's alternative education program is integrated into the secondary school, strategies, services and activities associated with the program will be considered based on the needs assessment of the school. If the alternative education program is a district-wide initiative, strategies, services and activities associated with the mechanism for identifying students requiring placement in the district's program should be considered.

- **Note:** The school's RPSS mechanism for identifying students who will be referred for alternative education should be aligned to the District Alternative Education Plan and related criteria.
- **Note**: Each secondary school must have a full-time Dropout Prevention Officer.
- **Note**: The Dropout Prevention Officer shall provide assistance to the SMT as needed.
- **Note:** The school's Dropout Prevention Officer and Health and Social Services Coordinator should support the school's alternative education strategy.

Note: Districts operating and/or implementing alternative school programs require program approval using the document entitled *A Guide and Application for the Operation and Approval of Alternative School Programs* available from the respective county superintendents' offices.

RPSS Area 4. School-to-Work or College Transition Programs

Consistent with the new Administrative Code for Standards and Assessment, implementation of the Core Curriculum Content Standards emphasizes the need for all public school students to be prepared for higher education, advanced occupational preparation, or initial employment that leads to further skill development. School districts must provide a progression of programs and activities that promote high standards of academic and contextual learning, expand opportunities for all young people, and expose them to a broad array of career possibilities. School-to-Career programs provide the vehicle by which students can learn portable skills that provide academic focus and contribute to good citizenship and productivity in the workplace; connect young people with supportive adults, mentors and other role models; and provide program continuity between secondary and post-secondary education. The Carl D. Perkins Vocational/Technical Education Act of 1998 allocates federal funds to support programs and services in this RPSS area. Therefore, Perkins programs and services and funds should be included in this section of the RPSS plan.

The plan for STC programs must include the key elements of school-to-career, as follows:

School-based learning:

In WSR planning, consider establishing or continuing career academies, small learning communities, or block scheduling to accommodate academic and vocational instruction.

- Implementation of a comprehensive guidance and counseling system to facilitate career awareness and exploration;
- Instruction that integrates academic and occupational concepts;
- Inclusion of one or more of the clustered disciplines: arts & humanities, business and information systems; mathematics, science and technology; health and human services; and
- Secondary and post-secondary articulation, including Tech Prep programs.

Structured learning experiences:

- Delivering integrated instruction--learning in the classroom and at the workplace;
- Providing comprehensive guidance and mentoring services;
- Providing opportunities for students to experience all employment opportunities within an industry; and

- Providing a series of paid or unpaid opportunities for students to get work experience and training. Examples are: volunteerism, community service, cooperative education, project-based experiences, school-based enterprises, and internships.

Connecting activities:

- Providing activities to match students to structured learning experiences;
- Providing activities to establish collaboration between education and the business community;
- Providing technical assistance to all stakeholders (students, parents, teachers, employers);
- Providing transition assistance, including guidance and placement; and
- Provision for student follow-up to determine post-program outcomes.

The information for RPSS areas was obtained from "A Study of Supplemental Programs and Recommendations for the Abbott Districts," November 1997, and from applicable sections of the Abbott regulations. (See Section III of this guide for the full text of the regulations.)

D. PROCESS FOR DEVELOPING THE WSR IMPLEMENTATION PLAN

The WSR Implementation Plan defines the school's vision of how comprehensive WSR will be carried out and how these activities will *raise student achievement to meet the CCCS*. The plan is a strategy that includes all key aspects of the school and its programs, and incorporates them into a single education program or design. Schools will have to examine how current programs and services fit with WSR and eliminate or revise those that do not, if allowable under current school law and regulations. It is intended that WSR become the school's comprehensive approach for achieving its vision of helping all students, including LEP students and students with disabilities, achieve the CCCS.

The School-based Budget details the costs of implementing the WSR model or alternative design program selected by the school. It must provide for all the common design elements necessary to implement the model as required by the developer. Each program and/or activity in the plan drives a corresponding budget item. All school resources must be reallocated to support the model or alternative design program chosen, as well as the WSR elements.

The budget integrates all funding sources (state, local and federal) in accordance with guidelines and regulations. Funding sources that can be integrated into the WSR plan include:

1. Title I funds in schools designated as Title I Schoolwide Programs. This designation allows schools to combine federal Title I funding, class size reduction funding and other funds (e.g. Eisenhower) allocated to the school under the Improving America's Schools Act (IASA) grant with other resources;
2. Demonstrably Effective Program Aid (DEPA);
3. Early Childhood Program Aid (ECPA) where consistent with the district's Early Childhood Plan;
4. Bilingual and special education funds that can be used consistent with the WSR model and in accordance with bilingual and special education law;
5. School-to-Career and College Initiatives funding; and
6. Carl D. Perkins Grant for implementation of vocational and technical education programs.

It is recommended that SMTs thoroughly review the instructions in this section prior to plan development. SMTs are encouraged to use the SMT Review Form to determine the inclusion and comprehensiveness of all required components of the WSR Plan. Figure F provides an example of a planning process that is described in the instructions. Each step listed in Figure F is described on the following pages. For each step, examples of guiding questions or items have been included.

WSR Implementation Plan - Planning Cycle

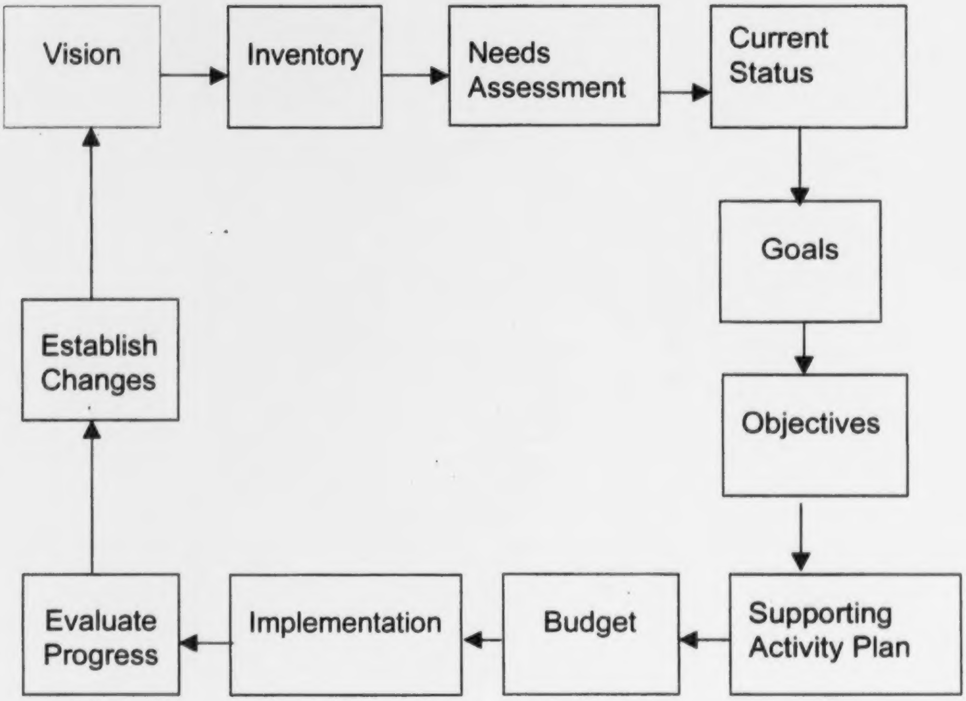

Vision
Inventory
Needs Assessment
Current Status
Goals
Objectives
Supporting Activity Plan
Budget
Implementation
Evaluate Progress
Establish Changes

Figure F

I. Vision

A. Determine your vision by answering the following:
- What is the primary purpose of your school?
- Who does the school primarily serve?
- What are the most cherished values you want the school to exemplify?

B. How do the school's purpose and values lead to student achievement of the CCCS for the population it serves, including students with disabilities and LEP students?

C. How will the school address the diverse needs of its student population?
- Describe how the school will provide for the learning needs of students with disabilities.
- Describe how the school will provide appropriate bilingual/ESL services to limited English proficient (LEP) students.

II. Inventory

A. Create your inventory by answering the following:

- What data are needed to determine student achievement of the CCCS?
- What data are needed to determine the effectiveness of existing and proposed programs to increase student achievement?
- What are the costs of current programs and services?
- What outside agencies assist the school in providing programs and services to increase student achievement?
- Which outside agencies could assist the school in providing needed programs and services?

B. Collect schoolwide data regarding the following, as well as other related data:

- Accomplishment of the nine elements of WSR listed in the previous subsection;
- Student achievement in specific curriculum areas for the past three years;
- Student and teacher attendance;
- Student dropouts;
- Incidence of violence and vandalism;
- Safety;
- Health and socio-emotional and behavioral problems (e.g., incidence of substance abuse; HIV cases);
- Numbers of teen pregnancies;
- School-to-work or college data (e.g., numbers of the following: student participants in job shadowing; career speakers, cooperative education placements, community service placements, students obtaining career skill certificates, cooperative agreements with employers, tech-prep program participants);
- Alternative education placements;
- Current costs for programs and services;
- Outcomes of programs and services designed to meet specific student needs;
- Current class sizes in comparison to requirements;
- SMT training and school leadership; and
- student health indicators addressing specific health needs (e.g., immunizations, vision/hearing screenings, examinations).

C. List outside agencies and their services that assist or could assist in the accomplishment of the nine elements of WSR.

THIS PAGE UPDATED OCT. 16, 2000.

III. Needs Assessment

Definition:

Needs Assessment means an evaluation of impediments and deficiencies that prevent students from achieving the Core Curriculum Content Standards identified by a valid assessment methodology. Once identified, the needs are compared to existing programs and services using data to determine their effectiveness in addressing each need. If the needs are not addressed by existing programs and services, the needs assessment is expanded to identify a proven program strategy that should be implemented. N.J.A.C. 6A:24-1.2

NEEDS ASSESSMENT AND WHOLE SCHOOL REFORM

WHY? The goal of Whole School Reform is to ensure that students in the Abbott school districts achieve the Core Curriculum Content Standards. Needs assessment provides a systematic way for each school to identify, specifically and concretely, what must be accomplished in order to reach that goal. The school can then begin to plan what programs and activities should be continued or initiated to meet the needs identified by the needs assessment. The needs assessment, therefore, provides the basis for development of each school's WSR implementation plan (including Local Particularized Needs and Required Programs in Secondary Schools) and is key to its success.

WHEN? Needs assessment is part of a continuous step-by-step process. Based on all available relevant information (data), *needs assessment* provides the foundation for *implementation planning*, which facilitates *implementation*, which is itself followed by *evaluation* of implementation progress and effectiveness. Evaluation results provide important information to keep the needs assessment up to date, leading to necessary modifications of the implementation plan, changes in implementation, further evaluation, and so on. Needs assessment is NOT a one-time exercise. Needs should be assessed frequently enough to ensure that the WSR implementation plan can be modified to better meet student needs as those needs are identified, and as the effectiveness of specific programs and activities is evaluated. (See Figure G)

HOW? A quality needs assessment requires quality information. The school's needs assessment must be data-driven; "without data, yours is just another opinion." Gather data that can help identify or shed light upon what is preventing students from achieving the CCCS. Types of relevant data include, but are not limited to, results of statewide and standardized assessments, classroom assessments, student portfolios, attendance records, demographic information, evaluations of school, district and community programs, as well as results of surveys and focus groups. Areas of need to be assessed must include the areas defined by the nine elements of WSR and, if appropriate, Required Programs in Secondary Schools.

WHO? School Management Teams are required to conduct needs assessments in their schools. All stakeholders (parents, students, teachers, other school and district staff, and community members) should have the opportunity to provide input into identifying needs that are preventing students from achieving the CCCS.

NEEDS ASSESSMENT AND WHOLE SCHOOL REFORM

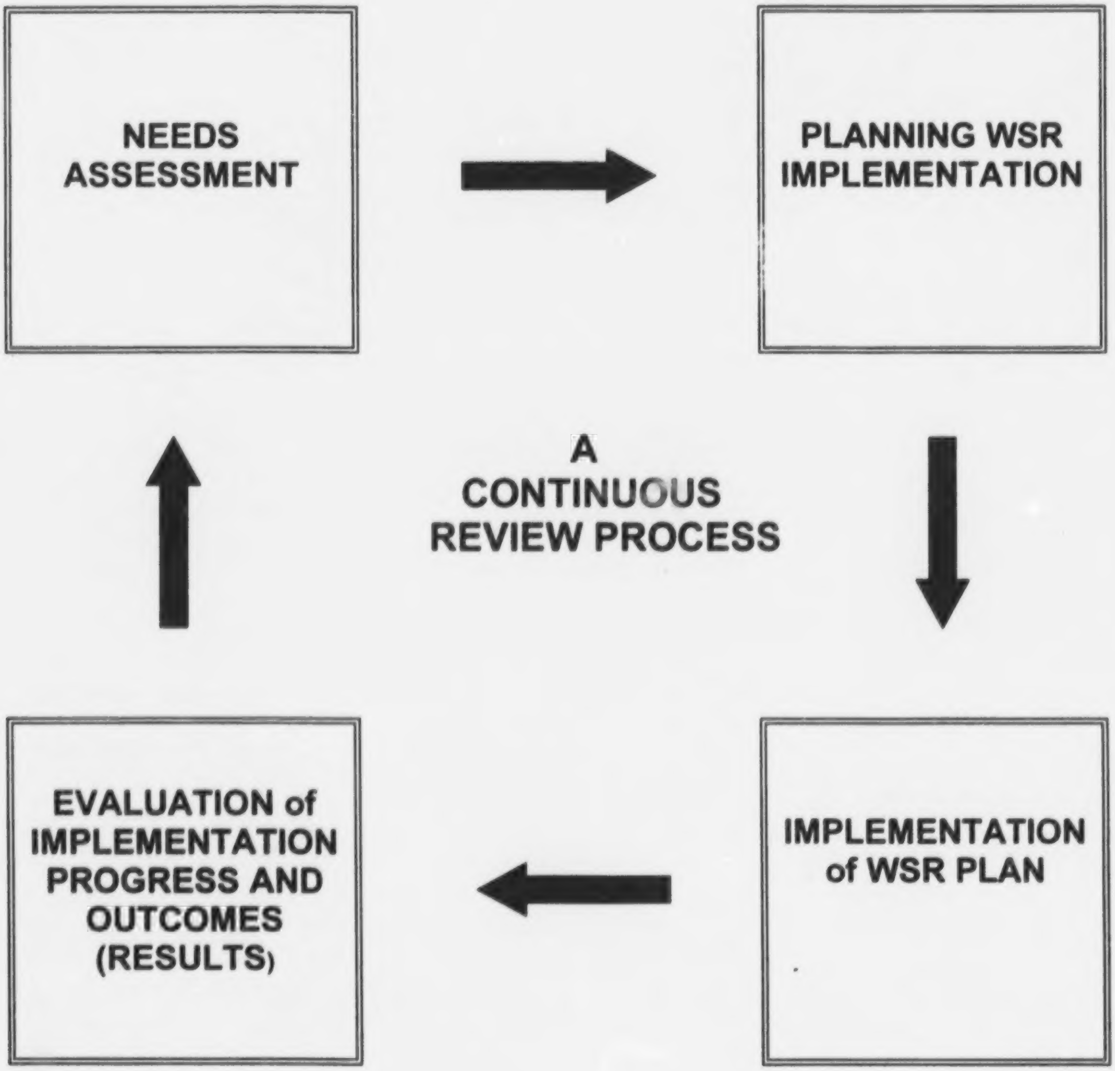

NEEDS ASSESSMENT
PLANNING WSR IMPLEMENTATION
A CONTINUOUS REVIEW PROCESS
IMPLEMENTATION of WSR PLAN
EVALUATION of IMPLEMENTATION PROGRESS AND OUTCOMES (RESULTS)

FIGURE G

Conducting the Needs Assessment

Needs assessments are based on the systematic collection of information, focused, for WSR schools, squarely on identifying barriers to student achievement.

1. ***Determine the data needed.***
   - Review the information from the inventory.
   - What information is still needed to determine need in each area?
   - Is that information available?

2. ***Determine the method of assessment.***
   - What method would most effectively produce the information needed?
   - What instrument(s) will be or have been used to collect the data? Are they adequate? That is, will they produce good, unbiased information? (Consider language barriers, reading level required, time required, and other factors that may affect the reliability, validity, representativeness, and usefulness of the information collected).
   - If sampling is planned, is the sample representative of the larger group?

3. ***Conduct the assessment.***
   - Who will collect the data?
   - How should the participation of stakeholders be maximized? If conducting a survey, how can the response rate be maximized?
   - What is the timeframe for the assessment?

4. ***Analyze the results.***
   - What patterns emerge from the data that help identify barriers to student achievement?
   - Does disaggregation (i.e., breaking down the data for different subgroups) reveal different results or patterns for these subgroups?
   - What are the strengths and weaknesses of the school in helping students achieve the CCCS?

5. ***Summarize and report findings***
   - For each area, what needs have been identified?
   - How can the findings be communicated most effectively to the stakeholders?
   - Consider reporting the findings through charts and graphs with brief summaries.

Given the results of the needs assessment, the SMT can begin to plan how to address the needs identified by exploring possible solutions, determining priorities, and developing goals, measurable objectives, and activity plans.

IV. Determine Current Status

A. Determine current status of the following and other areas:
- Student test scores;
- Outcomes of current and proposed research-based programs;
- Outcomes of SMT training and school staffing;
- Infusion of technology into all aspects of the curriculum and instruction;
- Results of professional development activities;
- Current incidents of violence and vandalism as related to school safety;
- Outcomes of student and family services;
- Rewards;
- Health, socio-emotional behavioral issues that affect dropout, attendance and graduation rates;
- Dropout rates, attendance rates and graduation;
- School-to-Work or College program components; and
- Placements in Alternative Education.

V. Establish Goals and Objectives

A. Create your goals and objectives by answering the following after reviewing the current status of the nine elements of WSR and other required areas:
- What goals and objectives can realistically be accomplished in 2000-2001?
- How do you plan to collect formal and informal data to determine your success in meeting goals and objectives?
- What are the timelines for accomplishment of goals and objectives?

B. Establish goals and objectives based upon the needs assessment and current status of the nine elements of WSR and other required components.

C. Objectives should be measurable and indicate a timeline and the data that will be collected to determine accomplishment of the objective.

D. Objectives must be included for all student performance areas (student achievement, dropout, attendance) in which the school has not met state standards. This is required in accordance with the Quality Assurance Annual Report (QAAR). **Schools are strongly encouraged to use objectives that are consistent with the format for QAAR objectives. State-operated school districts are encouraged to use objectives from their strategic plans.**

E. Create an objective for each of the nine elements of WSR and class-size reduction. Some objectives may cover more than one WSR element.

F. For secondary schools, create an objective for each of the six Required Programs in Secondary School areas and other required components.

VI. Create an Activity Plan

A. Create an activity plan by answering the following:
  - What activities will accomplish the goals and objectives?
  - What are the associated costs for each activity?
  - Who is responsible for the accomplishment of each activity?
  - What is the timeline for each activity?

B. Use the forms provided in the instructions to complete an activity plan for the elements of WSR and class size reduction.
  - Reminder: research-based program is integrated into the other WSR elements

C. For secondary schools, complete an activity plan for each of the six Required Programs in Secondary Schools areas and other required components.

D. For high schools (grades 9-12), include in your plan an effective combination of research-based strategies for high schools.

E. Place detailed costs associated with each activity in the appropriate space on the activity plan form. These costs will be transferred to the forms in the school-based budget.

VII. Create the School-based Budget

> Definition:
>
> Illustrative Budget means a budget that was developed in consultation with the WSR model developer and includes all the costs to implement a WSR model that incorporates all of the requirements of the WSR model for a prototype in a New Jersey schools. This illustrative budget is a guide, and the SMT should prepare the school-based budget based on a comprehensive needs assessment.

A. Create a school-based budget by answering the following:
  - How are current resources being used for the WSR model?
  - How will programs and staff be reorganized?
  - How will all existing resources be reallocated to support the plan?
  - What are the amounts of existing funds for the budget?
  - What are the carryover amounts from the previous year?
  - What are the "use of funds" requirements for each funding source?

B. Read the budget instructions in the *Instructions for Completing the School-Based Budget* before beginning. This will give a framework for the construction of the budget.

C. In preparing the budget, the CSA shall provide the principal with the following:
- All appropriate resources and assistance as needed to develop the school-based budget.
- The sources and amounts of available revenue.

D. The Business Administrator shall work with the principal and SMT in the development of the school-based budget, and provide the SMT with a school-based budget orientation that, at a minimum, shall include a workshop on the chart of accounts, budget forms, and the illustrative budget for the selected WSR model.

E. In preparing the budget the principal and SMT shall do the following:

- Use all available local, state and federal funds (except where prohibited by federal law) as general funds.
- Use the format prescribed by the DOE that compares the proposed budget to both the current year appropriations and to either the illustrative budget for the selected WSR model or the components of the proposed budget for the alternative program design, as applicable.
- Use resources from 1999-2000 audited amounts and those allocated for the 2000-2001 in consultation with staff.
- Use the prescribed format with the illustrative budget for the selected WSR model by completing each budget work paper using the activity forms and the budget summary using the totals from each work paper.
- Assume available revenues based on audited amounts of the year preceding the pre-budget year and those allocated for the pre-budget year.
- Account for anticipated revenue increases.
- Reflect the resources necessary to implement WSR and required programs in secondary schools and DOE-approved particularized needs, as applicable.
- Identify costs that exceed the WSR model components so that the SMT can prepare a demonstration of particularized need.
- Seek input on the proposed school-based budget.
- Submit the budget to the CSA and board for comments.

THIS PAGE UPDATED OCT. 16, 2000

F. In response to comments from the CSA and the board, the principal, in consultation with the SMT, shall prepare a response that addresses each comment.

G. If the SMT has exercised its option to be involved in decision-making on the school-based budget, it shall take action to develop and approve the budget.

H. If the SMT has not exercised its option to be involved in the decision-making on the school-based budget, the principal shall certify the budget.

I. The principal shall submit the approved or certified budget to the DOE with the CSA's and the board's comments and the SMT's responses to those comments.

J. Upon approval of the school-based budget by the Commissioner, the board does the following:

- allocates adequate funds in the 2000-2001 district budget for those elements approved by the Commissioner, and
- may allocate additional funds for those elements identified *not approved* by the Commissioner as not contained in the illustrative budget, provided the board does not apply for additional state aid.

> ➢ **NOTE:** The School-Based Budget becomes a component of the district budget document. All schools that have adopted WSR and school-based budgeting will have their budgetary information presented within the district budget in a separate fund account. This account/fund will be further broken down by school/location and presented individually as adopted. It will, therefore, be possible to easily review the individual school budgets and track expenditures.

VIII. Implement Plan

The WSR Implementation Plan and School-Based Budget are implemented beginning in July.

IX. Evaluate Progress

Progress should be evaluated on a regular basis using the evaluation established in the plan. It is important to evaluate, first, the progress of implementation. That is, have the activities occurred as planned? Have they been carried out faithfully? If not, what barriers to implementation can be identified? Then, evaluate the effects of the activities and programs. That is, are they working? Have the objectives been met? What are the effects on student achievement? Does the program/service produce the expected result for the intended population? Finally, an efficient program or service is one that produces the intended result in a cost-effective way. Does the program/service serve the number of students it was intended to serve? What is the actual cost per student for the program or service? What resources are required (staff, materials, facilities, funds, etc.) to deliver the program, activity, or service? Is there a way to use resources more efficiently (e.g., eliminate duplication of services offered in the community)?

THIS PAGE UPDATED OCT. 16, 2000

X. Establish Necessary Changes

As changes are required throughout the year, the SMT, in consultation with the WSR developer, the principal, CSA and SRI team should follow established DOE procedures for modification of the WSR plan and budget.

INSTRUCTIONS AND FORMS

SECONDARY SCHOOLS

COMPLETING THE WSR PLAN

Definition:

Secondary means middle and high school grades 6 through 12, except in districts having an elementary structure incorporating grades 6 through 8, in which case it means grades 9 through 12.

Below are instructions for completing the WSR Implementation Plan and School-Based Budget for *secondary schools. The same instructions apply to elementary schools incorporating grades six, seven, and/or eight that intend to apply for Required Programs in Secondary Schools.* Each form of the plan is preceded by information pertaining to the form and directions for completion. A complete copy of the instructions and forms is located on the NJDOE Web site:

http://www.state.nj.us/njded/abbotts/guide/

A feature has been built in to assist you in tracking the date of each draft during the preparation process. In the footer at the bottom of the page for each form, there is a place to enter a date. This date will automatically change every time the document is accessed, thereby keeping track of updated revisions.

A. WSR IMPLEMENTATION PLAN DEVELOPMENT CONSIDERATIONS

In order to complete the submission, staff responsible (SMT, principal, CSA) for the WSR Implementation Plan will need to do the following:

- Collaborate to develop a plan and budget that align the school's programs with the WSR model that will help students meet the CCCS;
- Be knowledgeable about the programs and services needed by the school community, and the purposes and constraints on the uses of the funds under the illustrative budget;
- Review and/or revise the approved 2000-2001 plan, WSR Grant Funds Application and

DEPA plan to ensure its consistency with the objectives and activities to be funded;

- Obtain input from WSR developers, parents, teachers, community members, advisory councils and others, as required;
- Seek assistance from district specialists (e.g., School-to-Career, Special Education, Bilingual/ESL, etc.) to ensure the comprehensiveness of the WSR plan in meeting the needs of all children;
- Determine those areas in which student performance and behaviors are below state standards and develop objectives and benchmarks to meet state standards consistent with the requirements of the Quality Assurance Annual Report (QAAR). For objectives included in the plans to be approved by the county office, they must be consistent with the QAAR format;
- Meet with school business administrators to verify the accurate completion of the budget;
- Obtain assistance and input from the school's SRI team; and
- Obtain approval from the CSA, school principal and the SMT.

B. SUBMISSION

> ➢ **NOTE: Schools in cohorts 1, 2 and mid-year 2 are encouraged to submit the WSR Implementation Plan on or before November 1.**

No later than **December 1, 2000**, all cohorts must submit the original and two copies of the WSR Plan and School-based budget (with all attachments) to the appropriate PIRC noted below and six copies of the WSR Plan and School-based budget (with all attachments) to the Office of Program Review and Improvement:

OFFICE	# OF COPIES
Joan Tomlin, Program Manager **PIRC-Central** 1090 King Georges Post Road Edison, NJ 08837	Original and 2 copies
Eunice Y. Couselo, Acting Program Manager **PIRC-North** 240 So. Harrison Street East Orange, NJ 07018	Original and 2 copies
Donna Snyder, Program Manager **PIRC-South** 1492 Tanyard Road Sewell, NJ 08080	Original and 2 copies
Orlando Castro, Director **Office of Program Review and Improvement** New Jersey Department of Education P. O. Box 500 Trenton, New Jersey 08625-0500	Six copies

C. IMPLEMENTATION PLAN AND BUDGET REVIEW

The NJDOE will review submissions, determine approval or disapproval of requests, notify appropriate agencies, and process approved submissions to ensure the following:

- the selected WSR model is progressing toward full implementation by the third year;
- program components, services and activities described are authorized and consistent with the model selected and the needs of the school community;
- expenditures support the programs described and are consistent with the costs described in the illustrative model;

- services are coordinated;
- instructional strategies enable achievement of high standards in safe learning environments;
- expenditures meet the budgetary constraints and allowable costs;
- the submission is complete, including signatures, and assurances; and
- WSR schools and LEAs are notified of final approvals.

Incomplete submissions or requests for revisions of plans will lead to delay in plan approval. **Once a plan and school-based budget are approved, the school-based budget must be incorporated into the district budget using Fund 15.**

Plans will be reviewed by the department to ensure that schools have followed the code requirements. All plans must:

- have all cover page information and signatures;
- have all program costs consistent with the illustrative budget. Any cost outside the illustrative budget must be reallocated within the school budget, if possible, or excluded from the school budget and submitted as a particularized need;
- be based on a needs assessment. Careful consideration must be given to providing a plan that is based on the documented needs of the school; and
- include RPSS and Particularized Need applications (if applicable).

The department will review all plans during the budget process and will contact the district and school to discuss the status of their plans.

D. WSR IMPLEMENTATION PLAN INSTRUCTIONS FOR COMPLETION OF FORMS

Use the forms provided in this section for each submission component. Duplicate forms as needed. Narrative should be submitted in no smaller than 12-point type.

1. CHECKLIST - FORM A PROVIDED

2. WSR IMPLEMENTATION PLAN TITLE PAGE AND CERTIFICATION – FORM B PROVIDED

Complete the WSR Implementation Plan Title Page and attach it to the front of the WSR Implementation Plan.

The Title Page provides all information necessary to identify the school and verify the amount of funds in the plan and budget.

The principal, CSA, WSR school facilitators, district business administrator and SMT chair must sign the Plan Certification on the Title Page in the appropriate section.

The budget submission must be accompanied by the CSA and board comments (if any) and the responses to each comment from the principal, developed in consultation with the SMT.

3. WSR IMPLEMENTATION DESCRIPTION – FORM C PROVIDED

Complete this form by succinctly answering the questions on the processes used and decisions made in order to complete the 2001-2002 WSR Implementation Plan.

4. WSR IMPLEMENTATION TIMELINE – FORM D PROVIDED

Complete a one-or two-year WSR Implementation Timeline showing all components of the WSR Model and leading to full implementation of the model. The timeline should be developed in consultation with the WSR model developer. If a waiver was granted beyond year three, explain the current status of implementation.

5. PARTICIPANTS IN SUBMISSION DEVELOPMENT FORM – FORM E PROVIDED

Complete the Participants in Submission Development Form and include the name, title and signature of all individuals who participated in the development of the 2001-2002 WSR Implementation Plan and School-Based Budget

6. CLASS-SIZE REDUCTION – FORM F PROVIDED

Complete the class-size reduction plan by answering the questions provided on the form. It will be necessary to describe how the school will reach the required teacher-student ratios as required in code (1:21 for grades K-3, 1:23 for grades 4-8, and 1:24 for grades 9-12).

7. RESEARCH-BASED STRATEGIES FOR HIGH SCHOOLS -- FORM G PROVIDED

8. WAIVER REQUEST – FORM H PROVIDED

Waivers must be submitted on an annual basis.

9. ACTIVITY PLAN – FORM I PROVIDED

The Activity Plan forms are included in this package. A separate Activity Plan form has been provided for each element of WSR (improved student achievement and research-based program have been integrated), one for dropout prevention, reducing class size, increasing graduation and increasing attendance rates. Four RPSS elements correspond to WSR elements; complete only one activity plan form for these four areas (i.e., health and social services, security, educational technology and professional development). Two RPSS components (school-to-career and alternative education) do not correspond to WSR elements and these are found on separate forms.

On each Activity Plan form, state the name of the district, school, WSR model, current date and page number. The revision date will be used if revisions are necessary. Indicate the school's cohort on each form.

Then complete each column:

Goal Statement:	Create a goal relating to accomplishment of the WSR area.
Objective:	Create an objective relating to accomplishment of the goal. (If you are developing the QAAR or strategic plan, use the same objective and add other objectives as needed.)

- **NOTE:** It is possible that the same objective may appear on more than one activity form.

Benchmark:	Create a benchmark relating to accomplishment of the objective.
Activity:	Describe the tasks and activities in chronological order planned for the accomplishment of each goal and objective.
Timeline:	Indicate the month and year the activity will be completed.
Budget Description:	List, in detail, all expenditures necessary to complete the program, service or activity.
Budget Amount:	Include the cost of each detailed expenditure.
Workpaper:	Indicate the workpaper (A to X) in the 2001-2002 school-based budget which coincides with the expenditures and costs for this activity.
Method of Accountability:	Indicate the method(s) of accountability used to track the progress completion of each activity, such as eight-week assessments, monthly reports on attendance, implementation of model components, etc.

10. INVENTORY AND ASSESSMENT – FORM J PROVIDED

For each of the six required RPSS, indicate what currently exists in the school or is being provided by the school in collaboration with a community agency. Determine how well these programs and services are serving the student population based on an assessment of their efficacy and efficiency. The WSR needs assessment should determine, using existing standards (e.g., 90 percent attendance) and related school data, whether the current programs are effective and efficient. If a needs assessment is done properly, a school will be in a better position to identify and justify the need for starting, expanding and/or eliminating existing programs and services and/or using community resources.

11. REVIEW OF COMMUNITY RESOURCES – FORM K PROVIDED

For each of the six required RPSS areas, complete a review of community resources that could be used to address the area(s) of need.

12. SMT RECOMMENDATIONS – FORM L PROVIDED

For each of the six required RPSS areas, each item identified must be evaluated as to its effectiveness and efficiency after the inventory and assessment are complete. The review of community resources should also be used to determine possible options for the delivery of programs and services to meet the needs of the school's community. Provide recommendations for elimination or modification of programs or services judged less than efficacious and efficient, or which overlap with the proposed new program or service or community resource.

- An effective program or service is one that produces the expected and desired result.
- An efficient program or service is one that produces the intended result in a cost-effective way.

The results of the inventory, community resources and SMT recommendations should be integrated into the WSR Implementation Plan.

13. EVALUATION PLAN – FORM M PROVIDED

Describe the methods that will be used to evaluate (1) implementation progress (formative) and (2) outcomes (summative). Evaluation of implementation progress should determine to what degree the activities described in the plan have been undertaken (are they happening?). Evaluation of outcomes should determine effects on student achievement (is it working?). The school should work in collaboration with the model developer to align its evaluation methods with those of the model and with the district's Accountability Plan.

For each objective, describe the methods that will be used to determine how completely the strategies were implemented, if the strategies were successful and if the objective was met. Respond to the following *for each objective:*

(1) State the objective.
(2) Describe the methods to be used to measure progress towards the objective (e.g., test scores, survey results, interview results).
(3) State who will develop and conduct the evaluation, and when the evaluation will occur.
(4) State how the results will be analyzed (i.e., what are you looking for?).
(5) State how the results will be distributed (i.e., how will you include the various stakeholders in the process?).

Provide an outline for an interim and final progress report that describes the evaluation results, and lists barriers and recommendations.

TECHNOLOGY PLAN (ASBTP) (2000 – 2002)

- **NOTE: Cohorts one and two WSR schools that completed and submitted a technology plan, will not have to resubmit this plan but must complete the appropriate Activity Plan form (WSR Implementation 2001-2002 Activity Plan) showing the activities and related costs for 2001-2002. The activities and costs included must agree with the approved two-year plan. If adding a component which was not included in the approved two-year plan, schools must submit an activity form indicating activities of the new component, title of responsible person for implementation, budget allocation, etc.**

MID-YEAR TWO SCHOOLS, THIRD COHORT SCHOOLS AND ANY SCHOOLS WITHOUT AN APPROVED TECHNOLOGY PLANS MUST:

Complete the School-based Technology Plan using the forms and checklists provided by the Office of Educational Technology at the end of this section. Directions are included below.

Educational Technology is a required component of the WSR Implementation Plan and the Required Program for Secondary Schools. By completing the Abbott School-based Technology Plan and checklist, each school will have met the technology plan requirement. The Abbott School-based Technology Plan and checklist include all substantive information necessary to determine if there is a concerted effort toward infusing educational technology into the curriculum for school year 2001-2002.

If questions arise as to the completion of this document, please contact your district technology director/coordinator or contact Linda Carmona-Bell, Office of Educational Technology, (609) 292-1414, e-mail: lcarmona@doe.state.nj.us.

Checklist Instructions:

1. Fill in the county name, district name, and school name.
2. Indicate the whole school reform model adopted by your school.
3. Fill in the grade level of the school, the number of students in the school for school year 2000-2001, and the number of teachers in the school for school year 2000-2001.
4. Indicate the school Web site address. If the school does not have a direct Web site address, please indicate the school district's Web site address.

Note that a correlation **must** exist between the Abbott School-based Technology Plan (ASBTP) and the District Technology Plan (DTP.) For every question asked on the checklist, enter the page numbers in the corresponding column where the information may be found in the District Technology Plan (DTP) and in the submitted Abbott School-Based Technology Plan (ASBTP).

VISION

The vision of the school for educational technology over the next year is to be conveyed. Also include the titles of all persons involved with working on the completion of the checklist/technology plan.

GOALS AND OBJECTIVES

The goals and objectives must be linked to the school's vision over the next year. The goals and objectives need not include all of the district's goals and objectives. However, it is expected that there is a correlation of goals and objectives between the two plans.

Since the school has adopted a whole school reform model or alternative program design, show how the goals and objectives already stated reflect incorporating technology into the reform model.

SURVEY

The Office of Educational Technology requested completion of educational technology surveys by each school in the spring of 2000. If a copy of the school survey is not available to be attached, complete the survey online, print it and attach a copy to the checklist/technology plan. The survey may be obtained from the NJDOE Web site: http://www.state.nj.us/njded/techno/survey/results/form_sample.htm. This survey serves as the needs assessment component for this element of WSR.

IMPLEMENTATION STRATEGIES/ACTIVITY NARRATIVE

Describe the efforts of the school to acquire and maintain equipment (e.g., servers, computers, printers, scanners), building wiring and networking items. (It may include telecommunications wiring, networking the school or connecting the school to the district network.)

Describe the professional development schedule or plan for all school employees for school year 2001-2002.

IMPLEMENTATION STRATEGIES/ACTIVITY/BUDGET TABLES

The table is available on the department's Web site under the Abbott School-Based Technology Plan Checklist at:
http://www.state.nj.us/njded/techno/localtech/index.html

Download the table and complete each section. Be sure to include the goal and objective to which the strategy and activity are related. Indicate the strategies that will lead to the accomplishment of the objective and the specific activities that occur in the classroom using technology.

The activities when linked to appropriate objectives must include, at a minimum, professional development, examples of infusing technology into the adopted WSR model and the curriculum, acquisition and maintenance of hardware, software and all related technology items such as wiring, network access, telecommunications and facilities.

Indicate the relationship of the Core Curriculum Content Standards (CCCS) to the strategy/activity. The department's numbering system for the CCCS may be used. The CCCS is found on the department's Web site at: www.state.nj.us/education

Indicate title of the person **directly** involved with implementing the strategy/activity.

Provide the funding source and budget detail (e.g., # computers @ per-unit cost = total dollar amount) proposed for 2001-2002 associated with implementing the strategy/activity. The funding source may be referenced by the FUNDING SOURCE KEY provided at the bottom of the table.

Provide the workpaper reference letter indicating on which budget workpaper these costs will be listed.

Indicate the month and year for which the strategy/activity has or will occur.

EVALUATION PLAN

The table is available on the department's Web site under the Abbott School-based Technology Plan Checklist at:
http://www.state.nj.us/njded/techno/localtech/index.html

Download the table and complete each section. Be sure to include the goal to which the objective is related.

For each objective noted in the Goals and Objectives section, indicate the tools or criteria that will be used to determine if the objective was successful. Outcome-based results (i.e., student report, curriculum change) may be used as an evaluative measure.

Indicate the title of the person(s) directly involved with conducting and analyzing the evaluation results for each objective.

Indicate the month and year when the evaluation will occur.

SIGNATURES

There is a need to ensure that all involved with the implementation of the school's technology plan are familiar with its contents. Therefore, the completed document is to be reviewed, signed and dated by an SMT representative, the school principal, and the district's technology director/coordinator.

Provide the name of the person **most familiar** with the technology plan in the event that clarifications or revisions are needed. Include the name, title, direct telephone number and e-mail address. Note that e-mail is the preferred method of communication by the Office of Educational Technology to the contact person.

CHECKLIST
Form A

A. SUBMISSION CHECKLIST FOR WSR IMPLEMENTATION PLAN

Use this checklist to ensure that the contents of your WSR Implementation Plan submission package are complete. Submission of all plan pages is required on an annual basis. Incomplete submissions may delay approval of your plan. A complete copy of the instructions and forms is located on the NJDOE Web site:

http://www.state.nj.us/njded/abbotts/guide/

A feature has been built in to assist you in tracking the date of each draft during the preparation process. In the footer at the bottom of the page for each form, there is a place to enter a date. This date will automatically change every time the document is accessed, thereby keeping track of updated revisions.

FOR SECONDARY SCHOOLS

____ Title Page - Form B
____ Assurances and Certification
____ WSR Implementation Plan Description - Form C
____ WSR Implementation Timeline - Form D
____ Participants in Submission Development - Form E
____ Plan for Class-Size Reduction - Form F
____ Research-Based High School Strategies - Form G
See Waiver below - Form H
____ 2001-2002 Activity Plan Forms - Forms I
____ Inventory and Assessment- Form J
____ Review of Community Resources - Form K
____ SMT Recommendations (Based on Effectiveness & Efficiency) - Form L
____ Evaluation Plan - Form M
____ Budget Summary
____ Budget Detail
____ Technology Plan (Mid-year 2nd and 3rd cohorts complete entire plan)
____ Class Size Reduction Activity Plan Form
____ Increased Graduation Rate Activity Plan Form
____ Improving Attendance Rate Activity Plan Form
____ Dropout Reduction Strategy Activity Plan Form

TITLE I
Is the school a Title I Schoolwide Program? _____Yes _____No

WAIVER REQUEST INCLUDED - Form H
Specify

PARTICULARIZED NEEDS REQUEST INCLUDED____ particularized need(s) included
Specify

NEW JERSEY DEPARTMENT OF EDUCATION

B. WSR IMPLEMENTATION TITLE PAGE

WSR MODEL:	CURRENT DATE:	REGION: __North __Central __South
COHORT: ___1ST ___2ND ___mid-yr 2nd ___3rd		APPROVED TITLE I SCHOOLWIDE: _____Yes _____No
COUNTY:		COUNTY CODE:
DISTRICT: DISTRICT CODE:		SCHOOL: SCHOOL CODE:
DISTRICT CONTACT:		SCHOOL PRINCIPAL:
DISTRICT CONTACT PHONE:		PRINCIPAL PHONE:
DISTRICT CONTACT FAX:		PRINCIPAL FAX:
DISTRICT CONTACT EMAIL:		PRINCIPAL E-MAIL:
DISTRICT BUSINESS ADMINISTRATOR NAME:		SCHOOL ADDRESS—CITY, STATE, ZIP
DISTRICT BUSINESS ADMINISTRATOR PHONE/FAX:		GRADE SPAN OF SCHOOL: Grades ___ - ___ Elementary_____ Middle ______ High School _____
DISTRICT ADDRESS—CITY, STATE, ZIP		TOTAL SCHOOL-BASED BUDGET FUNDS:

ASSURANCES

To the best of my knowledge and belief, the information contained in the WSR Implementation Plan and School-Based Budget is true and correct. I further certify that I have reviewed and submitted comments to the School Management Team regarding the WSR Implementation Plan and School-Based budget. The following are attached: Assurances, WSR Implementation Description, WSR Timeline, Participants in Application Development Form, 2001-2002 Activity Plan, Revised Required Programs in Secondary Schools Plan and RPSS required forms (if applicable), Evaluation Plan, Budget Summary, Budget Workpapers, Technology Plan, Accountability Plan and Class Size Reduction Plan.

Signature of School Principal & Date:	Signature of WSR School Facilitator & Date:
Signature of Chief School Administrator & Date:	Signature of Business Administrator & Date:

The WSR Implementation Plan and School-Based Budget has been duly authorized by the SMT of the _________________ School. We have included the copies of the WSR Implementation Plan and School-Based Budget as required.

Signature of SMT Chair:	SMT Chair Address:
SMT Phone:	SMT Fax:

Due Date: DECEMBER 1, 2000

NEW JERSEY DEPARTMENT OF EDUCATION
WHOLE SCHOOL REFORM
C. IMPLEMENTATION DESCRIPTION

Duplicate this page as needed.

District:	School:	
Cohort: _____1st _____2nd _____mid-year 2nd _____3rd	WSR Model:	
# SP. ED. TEACHERS:	# SP. ED. AIDES:	CURRENT # SECURITY GUARDS:
# SELF-CONTAINED SP. ED. CLASSROOMS:	CURRENT # TEACHERS:	CURRENT # ADMINISTRATORS:

Complete this form by repeating each question and succinctly responding to the following questions on the processes used and decisions made in order to complete the 2001-2002 WSR Implementation Plan:

1. How was your needs assessment completed and used by the SMT to develop the WSR Implementation Plan?
2. What existing programs will be continued and which will no longer be needed based on the requirements of the developer and the components of the WSR model selected?
3. What programmatic decisions were made by the SMT to reallocate fiscal and staff resources?
4. How will the current plan accomplish full implementation of the WSR model by the third year?
5. What revisions, if any, were made to the plan from the previous year?
6. What strategies will be used to accomplish increased graduation and attendance rates and decreased dropout rates of students?
7. Does the school currently have a full-time health & social services coordinator? _____yes _____no;
   a full-time dropout prevention officer? _____yes _____no;
   a full-time media technology specialist? ___yes ___no;
   a full-time technology coordinator? _____yes _____no?
8. Does the school have an on-site health and social services clinic? ____yes ____no?
9. Does the school refer to outside health and social service clinics? _____yes _____no?
10. What barriers must be overcome to implement your proposed plan effectively?

NEW JERSEY DEPARTMENT OF EDUCATION
WHOLE SCHOOL REFORM
D. IMPLEMENTATION TIMELINE

District:	School:
Cohort: _____1st _____2nd _____mid-year 2nd _____3rd	WSR Model:

Complete a one- or two-year WSR Implementation Timeline showing all components of the WSR model and leading to full implementation of the model. The timeline should be developed in consultation with the WSR model developer. If a waiver was granted beyond year three, explain the current status of implementation.

NEW JERSEY DEPARTMENT OF EDUCATION
WHOLE SCHOOL REFORM
E. PARTICIPANTS IN THE SUBMISSION DEVELOPMENT

District:	School:
Cohort: _____1st _____2nd _____mid-year 2nd _____3rd	WSR Model:

The following School Management Team members, district staff and other stakeholders participated in the development of the WSR Implementation Plan & Budget :

NAME	TITLE	SIGNATURE

Revision Date ______ .... Page _____of _____

NEW JERSEY DEPARTMENT OF EDUCATION
WHOLE SCHOOL REFORM
F. CLASS-SIZE REDUCTION PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-year 2nd _____3rd	WSR Model:

Complete this form by responding to the following:

1. Describe your plan for reducing class sizes to the required levels of 1:21 for Grades K-3, 1:23 for Grades 4-8 and 1:24 for Grades 9-12.
2. Indicate class sizes for each grade for 2000-2001 and 2001-2002 and the year that the required levels will be achieved.
3. Indicate any barriers to plan accomplishment and how the school/district will resolve these.
4. How will the district's facility plan affect class-size reduction?

NEW JERSEY DEPARTMENT OF EDUCATION
WHOLE SCHOOL REFORM

G. RESEARCH-BASED STRATEGIES FOR HIGH SCHOOLS

District:	School:
Cohort: ___1st ___2nd ___mid-yr. 2nd ____3rd	WSR Model:

High schools only (grades 9-12): In a narrative, describe how an effective combination of research-based strategies for high schools (listed below) are incorporated into the WSR model or alternative program design based on assessed needs and consideration of the unique characteristics of the school.

1. Create small learning communities so that schools are organized into small units of students and use a variety of instructional strategies that engage students and accommodate individual learning styles;
2. Utilize flexible time for teaching and learning so that schools may organize the day, week and month to lengthen blocks of instructional time;
3. Develop instructional content so that schools are able to structure learning around careers and student interest and link out-of-school experiences to classroom instruction;
4. Develop student assessment so that schools assess student progress by what they are capable of doing and use rich assessments that include portfolios, performance tasks and examples of student accomplishments to measure progress in meeting HSPA and other state assessments;
5. Establish community partnerships so that schools work collaboratively with parents, community and business for the purpose of enabling students to achieve the Core Content Curriculum Standards; and
6. Establish partnerships with institutions of higher education so that the schools establish an articulation agreement with institutions of higher education to implement a WSR model or the whole school alternative program design, use a variety of assessments and evaluations to measure the effectiveness of WSR implementation, and improve the transition between high school and postsecondary education.

NEW JERSEY DEPARTMENT OF EDUCATION
WHOLE SCHOOL REFORM
H. WAIVER REQUEST FORM

District:	School:
Cohort: _____1st _____2nd _____mid-year 2nd _____3rd	WSR Model:

A one-year equivalency or waiver to the rules must meet the following criteria:

1. The spirit and intent of *N.J.A.C.* 6A:24 are served by granting the equivalency or waiver;
2. The provision of a thorough and efficient education to the students in the district and the implementation of the *Abbott* court remedy is not compromised as a result of the equivalency or waiver; and
3. There will be no risk to student health, safety or civil rights by granting the equivalency or waiver.

Summarize waivers requested and the reason for the request on this form.

Revision Date ______ .... Page _____of _____

WHOLE SCHOOL REFORM IMPLEMENTATION PLAN
2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:
WSR Element #1: IMPROVED STUDENT PERFORMANCE/WSR Element #2: RESEARCH-BASED PROGRAM	
Goal Statement:	
Objective:	
Benchmark:	

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
1						
2						
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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN

2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:
WSR Element #3: SCHOOL-BASED LEADERSHIP AND DECISION-MAKING	
Goal Statement:	
Objective:	
Benchmark:	

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
1						
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Revision Date _____ .... Page _____of _____

WHOLE SCHOOL REFORM IMPLEMENTATION PLAN
2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:

WSR Element #4: INTEGRATION AND ALIGNMENT OF SCHOOL FUNCTIONS

Goal Statement:

Objective:

Benchmark:

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN

2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-year 2nd _____3rd	WSR Model:

WSR Element #5: EDUCATIONAL TECHNOLOGY (This is also an element of Required Programs in Secondary Schools)

Goal Statement:

Objective:

Benchmark:

#	Activity	Page # in SBTP	Budget Description	Budget Detail Amount	Work-paper	Method of Accountability
1						
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12						

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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN
2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:
WSR Element #6: PROFESSIONAL DEVELOPMENT (This is also an element of Required Programs in Secondary Schools)	
Goal Statement:	
Objective:	
Benchmark:	

#	Activity	Timeline	Budget Description	Secondary Only 2000-2001 Budget Amount	2001-2002 Budget Amount	Work-paper	Method of Accountability
1							
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12							
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Revision Date ______ .... Page _____of _____

WHOLE SCHOOL REFORM IMPLEMENTATION PLAN

2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:
WSR Element #7: SAFE SCHOOL ENVIRONMENT CONDUCIVE TO LEARNING (This is also an element of Required Programs in Secondary Schools)	
Goal Statement:	
Objective:	
Benchmark:	

#	Activity	Timeline	Budget Description	Secondary Only 2000-2001 Budget Amount	2001-2002 Budget Amount	Work-paper	Method of Accountability
1							
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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN
2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:

WSR Element #8: STUDENT AND FAMILY SERVICES & COORDINATION OF RESOURCES
(This is also an element of Required Programs in Secondary Schools)

Goal Statement:

Objective:

Benchmark:

#	Activity	Timeline	Budget Description	Secondary Only 2000-2001 Budget Amount	2001-2002 Budget Amount	Work-paper	Method of Accountability
1							
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12							

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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN

2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:
WSR Element #9: REWARD SYSTEM	
Goal Statement:	
Objective:	
Benchmark:	

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
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11						
12						

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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN

2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:

WSR Component: CLASS SIZE REDUCTION PLAN

Goal Statement:

Objective:

Benchmark:

#	Activity	Timeline	Budget Description	Budget Amount	Work-paper	Method of Accountability
1						
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4						
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11						
12						

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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN
2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-year 2nd _____ 3rd	WSR Model:
WSR Component: DROPOUT REDUCTION STRATEGY	
Goal Statement:	
Objective:	
Baseline Data (98-99) **Benchmark:**	

#	Activity	Timeline	Budget Description	Secondary Only 2000-2001 Budget Amount	2001-2002 Budget Amount	Work-paper	Method of Accountability
1							
2							
3							
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*** For purposes of this plan, follow county monitoring requirements to calculate dropout rate.**

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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN

2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:
WSR Component: INCREASING GRADUATION RATE STRATEGY	
Goal Statement:	
Objective:	
Baseline Data (98-99) **Benchmark:**	

#	Activity	Timeline	Budget Description	Secondary Only 2000-2001 Budget Amount	2001-2002 Budget Amount	Work-paper	Method of Accountability
1							
2							
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12							

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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN

2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:
WSR Component: INCREASING STUDENT ATTENDANCE	
Goal Statement:	
Objective:	
Baseline Data (98-99 Average Daily Attendance) **Benchmark:**	

#	Activity	Timeline	Budget Description	Secondary Only 2000-2001 Budget Amount	2001-2002 Budget Amount	Work-paper	Method of Accountability
1							
2							
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11							

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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN

2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____mid-yr 2nd _____3rd	WSR Model:

WSR Component: SCHOOL-TO-CAREER AND COLLEGE (This is also an element of Required Programs in Secondary Schools)*

Goal Statement:

Objective:

Benchmark:

#	Activity	Timeline	Budget Description	Secondary Only 2000-2001 Budget Amount	2001-2002 Budget Amount	Work-paper	Method of Accountability
1							
2							
3							
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13							

- List all 3 required components of School-to-Career.

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WHOLE SCHOOL REFORM IMPLEMENTATION PLAN
2001-2002 ACTIVITY PLAN

District:	School:
Cohort: _____1st _____2nd _____ mid-yr 2nd _____3rd	WSR Model:

WSR Component: MECHANISM FOR IDENTIFICATION OF STUDENTS REQUIRING REFERRAL TO ALTERNATIVE EDUCATION PLAN (This is also an element of Required Programs in Secondary Schools)

Goal Statement:

Objective:

Benchmark:

#	Activity	Timeline	Budget Description	Secondary Only 2000-2001 Budget Amount	2001-2002 Budget Amount	Work-paper	Method of Accountability
1							
2							
3							
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12							

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NEW JERSEY DEPARTMENT OF EDUCATION
REQUIRED PROGRAMS IN SECONDARY SCHOOLS PLAN

J. INVENTORY AND ASSESSMENT FORM

Complete an Inventory and Assessment for each of the RPSS areas listed below. Duplicate this page as needed for each RPSS area. Provide a check for the area completed on each form.

1 ___A Mechanism for Access to Health and Social Services
2 ___School Security Program
3 ___A Mechanism for Identifying Students Requiring Alternative Education
4 ___Professional Development
5 ___School-to-Work or College Transition
6 ___Technology requirement met by 2000 Survey

The purpose of this form is to provide a comprehensive list of programs and services that exist in your school for the RPSS area checked above. On the table below, provide the following: (A) a detailed list of the programs and services that exist in the school, district and community that support the checked RPSS area; (B) the name of the provider; (C) the number of students or participants served; and (D) the cost of the program.

	A Program or Service Existing	B Provider School or Community (list name of outside agencies)	C Number of Students Served	D Cost of Program 2000-2001
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

NOTE: Attach a summary of supporting documentation (hard data on impact), not the documentation itself, that confirms the results of the inventory and assessment.

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NEW JERSEY DEPARTMENT OF EDUCATION
REQUIRED PROGRAMS IN SECONDARY SCHOOLS PLAN

K. REVIEW OF COMMUNITY RESOURCES FORM

Complete a Review of Community Resources Form for each of the RPSS areas listed below. Duplicate this page as needed for each RPSS area. Provide a check for the area completed on each form.

1 ___A Mechanism for Access to Health and Social Services
2 ___School Security Program
3 ___A Mechanism for Identifying Students Requiring Alternative Education
4 ___Professional Development
5 ___School-to-Work or College Transition
6 ___Infusion of Educational Technology

The purpose of this form is to investigate community resources that could possibly be used in the coming year to assist you in providing needed programs and services to students in your school. On the table below, provide the following: (A) a list of programs and services that exist in the community that are not used but COULD be used to support the RPSS area checked above; (B) the name of community agencies that provide the service but are not currently used by the school; (C) the contact and telephone number for the community agency; (D) the reason the outside agency is not currently used; and (E) the total cost of the service or program if provided by the outside agency.

	A Program or Service Existing In Community	B Community Agencies that Provide the Program or Service (not Currently Used)	C Contact Person and Telephone Number	D Reason Outside Agency not Currently Used	E Total Cost of Service or Program by Outside Agency
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10					
11					
12					
13					
14					

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NEW JERSEY DEPARTMENT OF EDUCATION
REQUIRED PROGRAMS IN SECONDARY SCHOOLS PLAN

L. SMT RECOMMENDATIONS

Duplicate this page as needed for each RPSS area. Provide a check for the area completed on each form.

1 ___A Mechanism for Access to Health and Social Services
2 ___School Security Program
3 ___A Mechanism for Identifying Students requiring Alternative Education
4 ___Professional Development
5 ___School-to-Work or College Transition Programs
6 ___Infusion of Technology

The purpose of this form is to provide a concise table that represents the SMT review of all programs and services in the checked RPSS area and to recommend if the program or service is needed. After the inventory and assessment are complete, each item identified must be evaluated as to its effectiveness and efficiency. Provide recommendations for elimination or modification of programs or services judged less than efficacious and efficient, or which overlap with the proposed new program or service. An effective program or service is one that produces the expected and desired result. An efficient program or service is one that produces the intended result in a cost- effective way. On the table below, provide the following: (A) a detailed list of programs and services; (B) whether the program or service is new or existing: (C) recommendation to continue or discontinue the program or service based on effectiveness (how well these programs and services are serving the student population); (D) a determination if the program is cost effective; (E) supporting documentation of need for the program or service and evidence of effectiveness (research-based).

	A Program or Service	B New (N) or Existing (E)	C Recommendation to Continue or Discontinue Based on Effectiveness	D Cost Effectiveness of Program or Service	E Supporting Documentation Attached Regarding Effectiveness of Recommended Programs & Need
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

ANY NEW PROGRAM OR SERVICE must be accompanied by a summary of the need for the new programs and an analysis of supporting documentation (data). ANY PROGRAM OR SERVICE THAT IS RECOMMENDED BY THE SMT (EXISTING OR NEW) SHOULD BE TRANSFERRED TO THE ACTIVITY PLAN.

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NEW JERSEY DEPARTMENT OF EDUCATION
WHOLE SCHOOL REFORM
M. EVALUATION FORM

District:	School:
Cohort: _____1st _____2nd ______mid-yr 2nd ______3rd	WSR Model:

Describe the methods that will be used to evaluate (1) implementation progress (formative) and (2) outcomes (summative). Evaluation of implementation progress should determine to what degree the activities described in the plan have been undertaken (are they happening?). Evaluation of outcomes should determine effects on student achievement (is it working?).

Describe what measures will be used, who will develop and conduct the evaluation, when the evaluation will occur, and how results will be used.

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FORM I
SCHOOL-TO-CAREER AND COLLEGE INITIATIVES CHECKLIST AND REVIEW FORM FOR 2001-2002

Adopted Whole School Reform Model:

Number of students in school: **Middle School** _____ **High School** _____

Number of Teachers in School: **Middle School** _____ **High School** _____

RPSS Activity Plan Page #	Perkins Plan Page #	For NJDOE Use Only		Has the SMT included the following School-to-Career (STC) components in its WSR and RPSS plans?
		YES	NO	
				A. Is STC integrated into the WSR model design?
				B. INVENTORY OF PROGRAMS/FUNDING SOURCES • Has the SMT provided a listing of all existing programs, by grade level, under each component of STC: 1) school-based, 2) structured learning experiences, and 3) connecting activities?
				• Are the Perkins programs offered in the school included?
				• Are Cross-Content Workplace Readiness Standards reflected?
				C. COLLABORATION OF PERSONNEL /BUDGET/SERVICES • Is a list of the names and titles of all persons involved in the assessment, development and implementation of the school's 2001-2002 STC RPSS plan provided? • teachers
				• guidance counselors
				• administrators
				• fiscal staff
				• parents
				• employers
				• community leaders/community-based organizations
				• Are all funding sources to be utilized listed? • School to Career (STC)
				• Perkins
				• Other sources
				• Is collaboration with existing STC and Perkins personnel reflected in the plan?
				D. IMPLEMENTATION STRATEGIES/ACTIVITIES: SCHOOL-BASED LEARNING • Is a comprehensive career guidance and counseling program included for all students?
				• Does instruction integrate academic and occupational concepts?
				• Are students counseled and enrolled in courses in one or more clustered disciplines?
				• Are career awareness and exploration activities provided for all students?
				• Are strategies being implemented for secondary and postsecondary articulation (i.e. Tech Prep programs)?

BEST COPY AVAILABLE

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RPSS Activity Plan Page #	Perkins Plan Page #	For NJDOE Use Only		Has the SMT included the following School-to-Career (STC) components in its WSR and RPSS plans?
		YES	NO	
				• Are professional development activities provided for staff related to Cross-Content Workplace Readiness Standards? • Is staff allowed to attend professional development activities outside of the district?
				E. IMPLEMENTATIONSTRATEGIES/ACTIVITIES: STRUCTURED LEARNING EXPERIENCE • Has the district board of education designed structured learning experiences as rigorous activities that integrate curriculum and are linked to Core Curriculum Content Standards? An example might be project-based learning activities.
				• Are opportunities for students provided that allow for a variety of employment positions/activities within an industry?
				• Are comprehensive guidance, mentoring and placement services provided?
				• Does the school provide a means for students to participate in a series of paid or unpaid experiences, i.e. volunteerism, community service, cooperative education, school-based enterprises, and/or internships if requested by students?
				F. IMPLEMENTATION STRATEGIES/ACTIVITIES: CONNECTING ACTIVITIES • Does the instruction provide for activities that match students to structured learning experiences: visits to job sites, industry speakers, mentoring, and/or job shadowing?
				• Are there comprehensive career guidance and placement services available for students?
				• Is technical assistance provided for all stakeholders?
				G. EVALUATION PLAN • Is there a plan to complete a formative and summative evaluation of all program components?
				• Is there a plan and evidence of implementation of participating student follow-up to determine post-program outcomes on student placements and activities?

THIS TWO-PAGE INSERT PREPARED OCT. 16, 2000

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WSR IMPLEMENTATION PLAN – SMT REVIEW

This form should be used by the SMT to ensure that the plan and budget submitted to the Department of Education (DOE) are complete and comprehensive. SUBMIT THIS FORM WITH THE PLAN. Incomplete plans and/or budgets may delay approval by the DOE.

	WSR PLAN COMPONENT	QUESTION	YES/NO
1.	**Title Page**	Are all sections completed correctly?	
2.	**Assurances & Approval**	a. Have the CSA, principal and SMT chair provided assurances for the plan?	
		b. Have comments of the board and CSA (if any) and the school's responses been attached?	
		c. Are the assurances understood and signed by appropriate individuals?	
3.	**WSR Description**	Is the description of the following adequate and does it contain all necessary components?	
		a. A summary of the needs assessment?	
		b. A summary of the inventory of programs and services?	
		c. Is there a description of existing programs that will be continued?	
		d. Is there a description of programs no longer needed based on the requirements of the developer and the components of the WSR model selected?	
		e. Is there a description of how the SMT's programmatic decisions were used to reallocate fiscal and staff resources?	
		f. Is it clear how the plan accomplishes full implementation by the 3rd year?	
		g. Have any revisions made to the plan from the previous year been explained?	
		h. Is there a summary of strategies for class-size reduction for elementary and secondary schools?	
		i. Are there strategies for increased graduation rates for secondary schools?	
		j. Are there strategies for improved attendance rates for secondary schools?	
		k. Are there strategies for decreased dropout rates in secondary schools?	
		l. Is there a summary of the goals, objectives, outcomes, waivers (if applicable) and particularized needs (if applicable)?	
4.	**WSR Timeline**	Has a timeline been included that shows full implementation of all WSR model components by the 3rd year?	
5.	**Participants in Plan Development**	Were the following individuals or groups involved in the plan development to the fullest extent?	
		a. SMT chair?	
		b. School staff?	

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	WSR PLAN COMPONENT	QUESTION	YES/NO
		c. Parents?	
		d. Community members?	
		e. District WSR liaison?	
		f. District technology coordinator?	
		g. District bilingual/ESL specialist?	
		h. District school-to-career specialist?	
		i. District special education specialist?	
		j. District early childhood specialist?	
		k. District Title I office?	
		l. District business administrator?	
		m. Other stakeholders?	
6.	Instructions	a. Was the plan developed in accordance with the WSR Implementation Plan Instructions?	
		b. Was the plan developed in accordance with the developer's requirements?	
7.	ACTIVITY PLAN	Does the plan include the following:	
	Goals	a. Appropriate goals?	
	Objectives	b. Measurable objectives?	
		c. Objectives for all areas in which the school has not met state student performance standards?	
	Activities	d. Adequate activities to achieve objectives?	
		e. Adequate timelines to accomplish activities?	
		f. Budget data that corresponds to expenditures on the School-based Budget workpapers?	
		g. An evaluation plan for accomplishment of each activity and objective? and Is the plan consistent with the elements of WSR?	
		h. Improved student performance?	
		i. Research-based program?(integrated into other elements)	
		j. School-based leadership and decision-making?	
		k. Integration and alignment of school functions?	
		l. Educational technology?	
		m. Professional development?	
		n. Safe school environment conducive to learning?	
		o. Student and family services/coordination of resources?	
		p. Reward system?	
8.	Articulation	Do the activities ensure that curriculum is aligned with the CCCS and is articulated among the grades in the school?	
9.	High school transition	If applicable, do the activities indicate collaboration with the middle or high school that students will attend to ensure a smooth transition to the next grade level?	
10.	Early Childhood transition	If applicable, do the activities indicate collaboration with the early childhood education program that students will attend to ensure a smooth transition between levels?	
11.	Other Plans	Have the following other plans been included and are the plans effective and adequate?	

	WSR PLAN COMPONENT	QUESTION	YES/NO
		a. Technology Plan?	
		b. Designation of a full-time technology coordinator?	
		c. Class Size Reduction Plan?	
12.	**Secondary**	Have the following required RPSS forms been included?	
		a. Inventory and Assessment?	
		b. Community Resources?	
		c. SMT Recommendations?	
		Are the following Required Programs in Secondary Schools Plan areas and other required areas adequately and efficiently addressed?	
		Improved Attendance?	
		Increased Graduation Rates?	
		Reduced Dropout Rates?	
		Class Size Reduction Plan?	
		Referral to Health and Social Services?	
		Continuous Professional Development?	
		Integration of Technology?	
		A Mechanism for Identifying Students in need of Alternative Education?	
		School-to-Work or College?	
		Security Plan?	
		Provided for a full time Health and Social Services Coordinator?	
		Provided for a Full Time Dropout Prevention officer?	
		Provided for a full time Technology Coordinator?	
		High schools only: Does the plan include an effective combination of research-based strategies for high schools?	
13.	**Evaluation**	Are the methods used to evaluate the following adequate?	
		Implementation progress?	
		Outcomes?	
		Does the evaluation plan address the following?	
		Student achievement?	
		Student attendance?	
		Grade promotion?	
		Graduation?	
		Suspension?	
		Expulsion rates?	
		Dropout rates?	
		Stakeholder support?	
		Parental participation?	
		Technology integration?	
		Rewards?	
		Continuous staff development?	
		Access to health and social services?	
		Placements in alternative education?	
		Placements through School-to-Work or College?	
		Class size?	

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	WSR PLAN COMPONENT	QUESTION	YES/NO
		High schools only: Combination of research-based strategies for high schools incorporated in the school?	
14.	**Budget**	Does the budget integrate all local agency resources in a cost-effective manner?	
		Has the following information been completed correctly?	
		School type?	
		Current school enrollment?	
		Projected school enrollment?	
		Name of the WSR model?	
15.	**General**	Has the following information been completed correctly on the summary and workpapers?	
		Funding sources?	
		FTEs?	
		Salaries?	
		Benefits?	
		All workpapers?	
		Transfer of costs from Activity Plan to workpapers?	
		Transfer of costs from workpapers to Budget Summary?	
		Are the funding sources listed permitted by federal or state guidelines to be used for WSR?	
		Where ECPA funds are included as a funding source, is their use consistent with the approved ECP plan?	
		Is the method for estimating salary and benefits clearly explained?	

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ABBOTT SCHOOL-BASED TECHNOLOGY PLAN (ASBTP)
IMPLEMENTATION STRATEGIES/ACTIVITY/ BUDGET TABLES
SCHOOL YEAR 2001-2002

District Name: ____________________ **School Name:** ____

Goal: ____

Objective: ____

The ACTIVITIES listed **must include**: professional development; specific examples of infusion of technology into the adopted WSR model and the curriculum; and acquisition and maintenance of hardware, software and all related technology items such as wiring, network access, maintenance, telecommunications fees, and facilities. **NOTE:** Each item in the budget detail must also appear in the corresponding workpaper.

Strategy/Activity	CCCS related to Strategy/Activity	title of person(s) that will implement strategy or activity	Budget detail and funding source (see KEY)	Work-paper	Timeline 2000-2001 or 2001-2002

FUNDING SOURCE KEY:
School Funding = S
District Funding = D
Grant Funding = G
Other Funding = O, please specify in table

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ABBOTT SCHOOL-BASED TECHNOLOGY PLAN (ASBTP)

BUDGET SUMMARY

SCHOOL YEARS 2000 - 2002

District Name________________________________ **School Name**________________________ ________

List all expenditures from the **Implementation Strategies/Activity/ Budget Tables** including budget details, total allocation, funding source (e.g., District, State, etc.) and workpaper reference letter

BUDGET ITEM & table page #	Detail or Cost Breakout	Total Allocation	Funding Source (see key in table)	Workpaper Referernce

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ABBOTT SCHOOL-BASED TECHNOLOGY PLAN (ASBTP)
EVALUATION PLAN
SCHOOL YEAR 2001-2002

District Name: ________________ **School Name:** ______________________________________

GOAL:____

OBJECTIVE (Refer to the ASBTP implementation strategies/activity/budget table)	Tools or criteria used to determine the success of the objective	Person(s) that will evaluate the objective	Timeline for Evaluation (Indicate month and year)

ABBOTT SCHOOL-BASED TECHNOLOGY PLAN (ASBTP)
CHECKLIST AND REVIEW FORM FOR 2001-2002

County: ______________________ **District:** ____

School Name: ____

Adopted Whole School Reform model: ____

School grade level: ____ Number of students in school: ______ Number of teachers in school: _________

School and/or district website address: ____

Page # in ASBTP	Page # in DTP	For NJDOE Use ONLY		LINK ALL OF THE FOLLOWING SCHOOL-BASED TECHNOLOGY PLAN (ASBTP) COMPONENTS TO THE DISTRICT TECHNOLOGY PLAN (DTP)
		NO	YES	
				VISION • *What is the **vision** for technology in your school over the next two years?* • *List the titles of all **persons involved** in the development of the school's 2001-2002 technology plan.*
				GOALS AND OBJECTIVES (through 2002) • *What are the school's goals and objectives? Be sure to **link them to the district technology plan's** goals and objectives.* • *Describe how the adopted model is **incorporated into your school's goals and objectives** for technology.*
				SURVEY • *Attach a copy of the completed school survey form from NJDOE's 2000 School Technology Survey.*
				IMPLEMENTATION STRATEGIES/ACTIVITY NARRATIVE • *Describe how the school is **acquiring and maintaining all equipment, including wiring for buildings and networking items**.* • *Describe the **professional development activities for teachers, administrators, and school library media personnel** for 2001-2002.*
				IMPLEMENTATION STRATEGIES/ACTIVITY/BUDGET TABLES Complete the ASBTP implementation strategies/activity/budget tables to describe the implementation strategies and educational technology school-based activities/ link with the CCCS/ responsible party/timeline/ and costs for 2001-2002 school year.
	N/A			**BUDGET SUMMARY PAGE** **List all expenditures from activity tables and indicate amounts, including budget details, total allocation, funding source and workpaper reference.**
				EVALUATION PLAN Complete the ASBTP Evaluation Plan to describe how the **evaluation of the goals and objectives** for technology in your school will be accomplished.

Reviewed by:

________________________________ Date: ________ E-mail: __________
Signature of SMT Representative

________________________________ Date: ________ E-mail: __________
Signature of School Principal

________________________________ Date: ________ E-mail: __________
Signature of District Technology Director/Coordinator

The person to contact for questions about the school technology plan: (PLEASE PRINT)

Name: ____________________ Title: ____________________________

Phone number: ________________ E-mail address: ________________________

APPLICATION

LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE

INSTRUCTIONS AND FORMS

David C. Hespe
Commissioner of Education

Barbara Anderson
Assistant Commissioner
Division of Student Services

Thomas McMahon
Assistant Commissioner
Division of Finance

Submission Due Date:
December 1, 2000

To be submitted with
Whole School Reform Implementation Plan
Required Programs in Secondary Schools Plan

NEW JERSEY DEPARTMENT OF EDUCATION
PO Box 500
Trenton, NJ 08625-0500

INTRODUCTION

A. LOCAL PARTICULARIZED NEED

A local particularized need is one characterized by the following:

- is supported by an assessment of needs of a specified population of students in a given school or for early childhood programs in the district;
- has been demonstrated to be the cause of student failure in achieving the Core Curriculum Content Standards;
- can be remedied or corrected by a program or service, which has been formally evaluated to demonstrate its effectiveness; and
- is not effectively addressed by a WSR model or a whole school alternative program design, nor by the required secondary programs.

> ➢ **A particularized need is school-based.**
> ➢ **Supplemental funding is district-based.**

Subsequent to the completion of the WSR implementation plan or the Required Programs in Secondary Schools plan, the School Management Team (SMT) may consider whether there exists a particularized need for further supplemental educational programs or services which are essential to ensure students' educational success and without which students cannot achieve the Core Curriculum Content Standards (CCCS). If such a need is determined, the SMT is responsible for providing a recommendation to the local board of education.

Administrative Code provides that, upon determination by the school board that a school has demonstrated a particularized need for an essential program or service, the school board must submit to the Department of Education (DOE) a proposed programmatic plan to address the particularized need. The purpose of this plan is to determine the required elements. The board's request for reallocation or additional funds to support a particularized need will be reviewed by the DOE in the context of the district budget review process.

NO PROGRAMS OR SERVICES BEYOND THOSE REQUIRED BY THE WSR MODEL OR APPROVED DESIGN SHALL BE APPROVED UNLESS A PARTICULARIZED NEED IS DEMONSTRATED PURSUANT TO *N.J.A.C.* 6A:24A-5.1.

STATE REGULATIONS SUMMARY

The applicable sections of Chapter 6A:24 for a local particularized need include:

- 1.2 – Definitions
- 2.3 - Training of School Management Team Members
- 3.4 - Early Childhood Program Operational Plan
- 4.2 - Whole School Alternative Program Design
- 4.3 - Submission of WSR Implementation Plan
- 4.4 - School-Based Budgets
- 5.1 - Demonstration of Particularized Need
- 5.2 - Application for Supplemental Programs or Services
- 6.1 - Implementation of Required Programs in Secondary Schools
- 7.1 - Application for Additional State Aid
- 8.1 - Long Range Facilities Plan

B. APPLICATION FOR LOCAL PARTICULARIZED REVIEW

The New Jersey Department of Education (NJDOE) will review submissions to ensure the following:

- required sections are complete and accurate;
- particularized needs described are supported by an assessment of student needs;
- particularized needs described have been shown to be the cause of student failure in achieving the CCCS;
- programs or services proposed as the remedy are documented by evidence showing they have worked successfully in the school and/or in other schools with similar characteristics and proven to address the identified need and are not provided by the WSR model or Required Programs in Secondary Schools;
- expenditures support the programs described and are not provided within the illustrative budget or Required Programs in Secondary Schools;
- the submission is complete, including signatures, assurances; and
- SMTs and LEAs are notified of final approvals.

Incomplete submissions may delay approval of the application or lead to disapproval. Once a Local Particularized Need Plan is approved it must be incorporated into the district budget using Fund 15.

C. PLAN APPROVAL PROCESS

Plans will be reviewed by the department to ensure that schools have followed the code requirements. All plans must:

- have all cover page information and signatures;
- be based on a comprehensive needs assessment. Careful consideration must be given to providing a plan that is based on the documented needs of the identified student population; and
- have attached all required justifications, descriptions, and supporting documentation.

The department will review all plans during the budget process and will contact the district and school to discuss the status of their plans.

The following are the steps in the approval process of local particularized needs:

Step 1. Needs Assessment indicates a Particularized Need should be submitted.

Step 2. SMT consults with principal and CSA to consider if a demonstrated particularized need exist.

Step 3. Determination of Particularized Need by SMT should include:

A. Assessment of student achievement of CCCS
B. Where the CCCS are not being met a determination that failure of those students is caused by a particularized needs which are not capable of being addressed by existing WSR or required secondary programs at the school level;
C. An inventory of currently used programs and services targeted to the area(s) of need, together with an assessment of their effectiveness and efficiency in meeting such need, and an explanation as to why they are insufficient to meet the identified needs; and
D. Review of community resources which could be used to address the identified areas of need and an explanation as to how they are being used or why they are not being used.

Step 4. SMT recommends to the board, with a copy to the SRI, the appropriate supplemental programs and services, which shall be documented by evidence that the programs and services have worked successfully in the school and/or in other schools with similar characteristics and proven to address the identified need.

Step 5. The board responds to SMT in writing:

A. In those instances where a board does not agree that the SMT has demonstrated a particularized need, the board shall provide to the SMt a detailed statement of the reasons for its determination.
B. In those instances where the board determines that a particularized need for a recommended supplemental program or service has been

demonstrated, the board shall submit its proposed plan for the program to the department for approval in accordance with provisions of N.J.A.C. 6A:24-7.1.

C. In those instances where a board determines that resources are insufficient to support the supplemental programs or services approved pursuant to N.J.A.C. 6A:24-5.2 after all possible reallocation at the school and district levels have been made, the board shall apply to the department for additional state aid in accordance with the requirements of N.J.A.C. 6A:24-7.1.

Step 6. The board submits its proposed plan for the program or service to the department for approval. Applications for such approval shall be submitted on forms provided by the department and shall at a minimum include:

A. The particularized needs forms.
B. A demonstration that one or more public hearings have been held in order to obtain parent, student, teaching staff and citizen input on the application
C. A general description of the supplemental program(s) or service(s) and an explanation of the particularized need(s) which shall be met in order to enable those students to achieve the Core Curriculum Content Standards;
D. A demonstration that the supplemental program(s) or service(s) is documented by evidence that the program(s) or service(s) have worked successfully in the school and/or in other schools with similar characteristics and is proven to address the identified need(s)
E. A plan for evaluating the continuing effectiveness and efficiency of the supplemental program(s) or service(s);
F. A demonstration that the requested supplemental programs or services will not delay or impede implementation of, and does not duplicate, WSR or secondary programs and services required;
G. A recommendation of elimination or modification of existing programs or services identified as less than effective and efficient, or which would overlap with proposed new program or service; and
H. An operating budget for the purpose of the supplemental program(s) or service(s).

Step 7. Supplemental programs or services that are not approved by the department pursuant to N.J.A.C.6A:24-5.2 cannot be included in a district wide budget that requests additional state aid pursuant to N.J.A.C.6A:24-7.1.

A. Any application for supplemental programs or services denied by the Department may be appealed to the Commissioner pursuant to the provisions of N.J.A.C. 6A:24-9.1.

INSTRUCTIONS

The board must submit a separate application for each discrete or unrelated particularized need for a supplemental program or service. Separate applications are required for each school within a district even though two or more schools may have demonstrated very similar particularized needs. A signed board resolution must be submitted with the application. At a minimum, the programmatic plan for a particularized need should include:

1. Cover Page- Form Provided

   Insert the date of the signed board resolution in the space provided.

2. Definition of Identified Particularized Need

3. Program Description

   Provide the following in the Program Description:

   - a description and explanation of the particularized need that the programs or services proposed as the remedy will address to enable the identified students to achieve the CCCS;
   - a description of how the requested supplemental program will not delay or impede implementation of, or does not duplicate, WSR programs, Required Programs in Secondary Schools, or other services required elsewhere in the regulations;
   - a description of the district's plan for incorporating the program or service into subsequent regular budgeting cycles.
   - inventory and assessment of all such existing programs that have not been already included in the WSR Implementation Plan or Required Programs in Secondary Schools;

4. Description of Methods and Results

   Describe the methods and results of the student needs assessment underlying the request, including an identification of the specific population(s) to be served.

5. Justification

Provide a justification that shows that the needs to be addressed cannot be met through existing WSR or Required Programs in Secondary Schools. This justification should include the following:

- Supporting documentation that confirms the results of the inventory and assessment;
- Explanation for why each existing WSR or RPSS program is insufficient to meet the identified need.
- If the application is for on-site health and social services, an explanation as to why the program cannot be provided efficiently or effectively off site.

6. Detailed Activity Plan – Form Provided

On each Activity Plan form, state the name of the district, school, WSR model or Required Program in Secondary Schools area, current date and page number. The revision date will be used if revisions are necessary. Indicate cohort or Non-WSR secondary school on each form. Complete the following for each page of the Activity Plan:

- create a goal, objective and benchmark relating to accomplishment of the particularized need;
- describe the tasks and activities in chronological order planned for the accomplishment of each goal and objective in the Activity column;
- indicate the month and year the activity will be completed in the Timeline column;
- list, in detail, all expenditures necessary to complete the activity in the Budget Description column;
- include the cost of each detailed expenditure in the Budget Amount column;
- indicate the GAAP code and Workpaper from the school based budget form which coincides with the expenditures and costs for this activity; and
- indicate in the Evaluation column the anticipated result/outcome & specific data that will track the impact of each program or service.

7. Budget – Form Provided

A detailed plan and budget for the proposed program or service, including staffing, supplies, facilities and other considerations, as well as a demonstration, where appropriate, of compliance with applicable law. A separate budget form (attached) must be submitted for each particularized need submitted by a school.

An identified particularized need may be funded with current resources, the reallocation of existing resources and/or a request for additional supplemental funds. Current existing resources may include allowable federal, state, and local resources including funds for one-time expenditures in the 2000-2001 budget that will not be continuing in the 2001-2002 (e.g., major renovations, computer purchases, rewiring). The request for supplemental funds for an identified need must address all possible funding sources. If the identified need cannot be addressed with current resources, a district may request supplemental funding.

Complete a budget statement for the identified particularized need. In the spaces provided, include a breakdown of all existing resources that will be allocated for the particularized need by funding source and the amount that is being reallocated. If additional funds are being requested, indicate the estimated amount. The total for all identified resources should agree with the total amount for the particularized need. The amounts provided are estimates. Actual requests for supplemental funding will be made through a separate application process that will be part of the February budget submission. Those districts making supplemental funding requests will be asked to identify other programs, services and expenditures that would have to be eliminated if supplemental funding is not provided. **Once approved, appropriations for particularized needs cannot be eliminated.**

FORMS

A. SUBMISSION CHECKLIST FOR THE APPLICATION FOR LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE

Use this checklist to ensure that the contents of your Particularized Needs submission package are complete.

______ Cover Page (Form Provided)

_____ Definition of Identified Particularized Need

_____ Program Description

_____ Description of Methods and Results of Student Needs Assessment

_____ Justification Showing that WSR Model or Required Secondary Program Does Not Address Student Need

_____ Inventory and Assessment of All Existing Programs

_____ Supporting Inventory and Assessment of all Existing Programs Documentation

_____ Explanation for Why Each Existing Program Does Not Meet Particularized Student Need

_____ Health and Social Service Request--Explanation Why the Program Cannot Be Provided Effectively Off Site

_____ Detailed Activity Plan (Form Provided)

_____ Budget (Form Provided)

Date of Revision__________ Page _____ of _____

NEW JERSEY DEPARTMENT OF EDUCATION
LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE
B. COVER PAGE

SCHOOL:	NAME OF PROPOSED PARTICULARIZED NEED PROGRAM:
DISTRICT:	POPULATION SERVED:
COHORT: ___1ST ___2nd ___mid-yr. 2nd ___3rd WSR MODEL:	SECONDARY SCHOOL: _____MIDDLE ___HIGH GRADES SERVED: ____________ TO __________
CURRENT DATE:	REGION: ___North ___Central ___South
DISTRICT CONTACT:	GRADE SPAN OF SCHOOL:
DISTRICT CONTACT PHONE:	SCHOOL PRINCIPAL:
DISTRICT CONTACT FAX:	PRINCIPAL PHONE:
DISTRICT CONTACT E-MAIL:	PRINCIPAL FAX:
SCHOOL ADDRESS:	PRINCIPAL E-MAIL:
DISTRICT BUSINESS ADMINISTRATOR NAME:	STATE, ZIP
DISTRICT ADDRESS—CITY, STATE, ZIP	DISTRICT BUSINESS ADMINISTRATOR PHONE/FAX:
	TOTAL FUNDS REQUESTED:

CERTIFICATION

To the best of my knowledge and belief, the information contained in the Local Particularized Need for Supplemental Program/Service Application is true and correct.

Certification of School Principal:	
Certification of WSR School Facilitator:	
Certification of Chief School Administrator:	
Certification of Board of Education:	

The Local Particularized Need Application has been duly authorized by the SMT of the ___________________________ School. We have included the copies specified in the instructions

Certification of SMT Chair:	
SMT Chair Address:	SMT Chair Phone:

Local Particularized Needs Applications must be included with the WSR Implementation Plan or RPSS Plan and received by:

December 1

Date of Revision__________ Page _____ of _____

ACTIVITY PLAN
FOR LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE

Duplicate as required.

District:	School:	
Cohort: _____1st _____2nd _____mid-yr. 2nd _____3rd	WSR Model:	Non-WSR Secondary School
Name of Proposed Particularized Need Program or Service:		
Goal Statement:		
Objective:		
Population:		

#	Activity	Timeline	Budget Description	Budget Amount	GAAP Code & Workpaper	Evaluation Results
1						
2						
3						
4						
5						
6						
7						
8						
9						

Date of Revision__________ Page _____ of _____

NEW JERSEY DEPARTMENT OF EDUCATION
LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE
BUDGET SUMMARY

NAME OF PROPOSED PROGRAM OR SERVICE TO MEET PARTICULARIZED NEED:

District	School	County	District Code	School Code

EXPENDITURE CATEGORY	FUNCTION / OBJECT CODES	FUNDING SOURCE	2000-2001 BUDGET	EXISTING FUNDS ALLOCATED	FUNDS REALLO-CATED	ADDITIONAL FUNDS REQUESTED
INSTRUCTION	100-					
Salaries of Teachers	100-101					
Other Salaries for Instruction	100-106					
Purchased Prof. & Tech. Serv.	100-300					
Other Pur. Serv. (400-500)	100-500					
Tuition	100-560					
General Supplies	100-610					
Textbooks	100-640					
Other Objects	100-800					
SUBTOTAL INSTRUCTION						
SUPPORT SERVICES	200-					
Sal. Of Supervisors of Instr.	200-102					
Sal. of Program Directors	200-103					
Sal. of Other Prof. Staff	200-104					
Sal. of Secr. & Clerical Assist.	200-105					
Other Salaries	200-110					
Personal Serv. -Benefits	200-200					
Purchased Prof. - Ed. Services	200-320					
Other Purchased Prof. Services	200-330					
Purchased Technical Services	200-340					
Rentals	200-440					
Contr. Servs - Transport. Other Than Betw. Home & School	200-516					
Travel	200-580					
Other Pur. Serv. (400-500)	200-590					
Supplies and Materials	200-600					
Other Objects	200-890					
SUBTOTAL - SUP. SERV.						
FACILITIES ACQ & CONSTR SERV	400-					
Buildings (Use Charge)	400-720					
Instructional Equipment	400-731					
Non Instructional Equipment	400-732					
SUBTOTAL - FAC ACQ 7 CONSTR						
TOTAL						

	Funding Source	Estimate		
Resources (Attach a sheet if additional space is needed)				
Existing Resources				
Existing Resources				
Reallocations				
Supplemental Funding Request				
TOTAL				

Date of Revision__________ Page _____ of _____

SMT REVIEW FORM
LOCAL PARTICULARIZED NEED FOR SUPPLEMENTAL PROGRAM OR SERVICE

This form should be used by the SMT to ensure that the plan and budget submitted to the Department of Education (DOE) are complete and comprehensive. DO NOT SUBMIT THIS FORM WITH THE PLAN. Incomplete plans and/or budgets may delay approval or lead to disapproval by the DOE.

	PART. NEED PLAN COMPONENT	QUESTION	YES/NO
1	**Cover Page**	Are all sections completed correctly?	
2	**Board Resolution**	Is a Board of Education resolution approving submission of the plan enclosed?	
3	**Definition**	a. Has a clear and complete definition of the proposed particularized need been included?	
		b. Is adequate documentation provided to establish that the proposed program or service is documented by evidence showing it has worked successfully in the school and/or in other schools with similar characteristics and proven to address the identified need with effective results?	
4	**Program Description**	Is the description adequate and does it contain the following necessary components:	
		a. **Explanation of the particularized need, that the program or service will address to enable the identified students to achieve the CCCS?**	
		b. Description of how the requested program will not delay or impede implementation of, nor duplicate, WSR program, RPSS or other services required in the regulations?	
		c. Description of district's plan for incorporating the program or service into subsequent regular budgeting cycles?	
5	**Justification**	Does the justification for the particularized need adequately show that the needs cannot be met through existing WSR or RPSS and include the following:	
		a. An inventory and assessment of all such existing programs that have not been already included in the WSR Implementation Plan or RPSS?	

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	PART. NEED PLAN COMPONENT	QUESTION	YES/NO
		b. Supporting documentation that confirms the results of the inventory and assessment (hard data)?	
		c. Explanation for each existing program or service as to why it is insufficient to meet the identified need?	
		d. If the application is for health and social services on site, an explanation as to why the program cannot be provided efficiently and effectively off site?	
6	**Activity Plan**	Does the plan include the following?	
	Goals	a. Appropriate goals?	
	Objectives	b. Measurable objectives?	
	Activities	c. Adequate activities to achieve objectives?	
		d. Adequate timelines to accomplish activities?	
		e. Budget data that corresponds to expenditures on the budget sheet?	
		f. An evaluation measure for accomplishment of each activity and objective?	
	Evaluation	Are the methods used to evaluate progress and outcomes of goals and objectives adequate?	
		Are methods used to evaluate student outcomes adequate?	
7	**Budget**	Has the following information been completed correctly on the budget page?	
		a. Funding source?	
		b. 2001-2002 Budget	
		c. Existing funds allocated?	
		d. Funds reallocated?	
		e. Additional funds requested?	
		f. How cost effective is the budget?	
		g. Are all needed supplies and staff included in the budget?	

Section X

Early Childhood Education

SECTION X. EARLY CHILDHOOD EDUCATION

This section of the *Guide for Implementing Urban Education Reform in Abbott Districts*:

- Describes the early childhood education program and its articulation with the WSR program model implemented in each school.

Regulations Related to Section X
***N.J.A.C.* 6A:24**

3.1 - Early Childhood Education General Provisions
3.2 - Full-Day Kindergarten
3.3 - Early Childhood Education Programs
3.4 - Early Childhood Education Program Operational Plan

A. INTRODUCTION

In August 1999, the Department of Education (DOE) established a Division of Early Childhood Education. Creation of this division, headed by an assistant commissioner, was one of the steps taken to ensure that the DOE's commitment to high-quality early childhood education was brought to fruition. "We have created this new division to highlight the importance we place on early childhood education for our youngest citizens," said Commissioner David Hespe. "The scale of this program, and our commitment to its success, is without equal. Not only will we be breaking new ground, we will be laying the foundation for a program that will have positive long-term benefits for our children and our state."

There is a compelling body of developmental research that emphasizes the substantial level of brain development that occurs during the early years of a child's life. Research further indicates that intensive high-quality early childhood education programs increase the ability of young children to succeed early in their educational lives which results in long-term school success and appropriate social behavior.

Research supports the position that early childhood education programs for children from low-income families help prepare them for future academic success in the early elementary years. A well-planned, high-quality early childhood education program that encompasses academic, health and social services, parental involvement, and professional development can help bridge the gap between home and school environments.

The November 1997 New Jersey Department of Education publication, *A Study of Supplemental Programs and Recommendations for the Abbott Districts* indicates that, in order to produce significant improvements in student achievement, supplemental programs, such as the early childhood education program, must be implemented as part of the district's whole school reform program. Therefore, early childhood education programs are essential elements for a comprehensive strategy of whole school reform.

At the start of the 1998-1999 school year, Abbott districts implemented full-day kindergarten. For the 1999-2000 school year, Abbott districts implemented half-day preschool programs for all three- and four-year-olds. By the commencement of the 2001-2002 school year, Abbott districts must implement full-day, full-year programs for three- and four-year-old children. Abbott school districts must collaborate with Department of Human Services (DHS)-licensed child care providers whenever practical and shall not duplicate programs and services otherwise available in the community.

According to regulations, early childhood education programs, whether provided in-district or through community providers, shall be aligned with the *Early Childhood Education Program Expectations: Standards of Quality* that is linked to New Jersey's Core Curriculum Content Standards. This document can be found on the department's Internet Web site at http://www.state.nj.us/education. In addition, the districts' early childhood education programs must be integrated with the WSR model(s) or WSR alternative program design(s) used in the school district.

B. EARLY CHILDHOOD PROGRAM AID (ECPA) PLANS

ECPA Funding for Early Childhood Programs

The Comprehensive Educational Improvement and Financing Act of 1996 (CEIFA) provides districts with Early Childhood Program Aid (ECPA) to implement early childhood education programs. The ECPA formula is currently determined by the concentration of low-income school-aged children and modified K-12 student enrollment. To qualify for ECPA, a district must have a low-income population either equal to or greater than 20 percent of the school population. Additional funding is provided for districts that have concentrations of students at 40 percent or greater.

New Jersey's Early Childhood Program Aid (ECPA) first became available to districts in the 1997-1998 school year. In 1999-2000, 135 districts received ECPA funds. The 135 districts that received approximately $310 million in ECPA funds included the 30 Abbott districts. The Abbott districts were required to implement whole school reform including the provision of early childhood education program implementation.

Amended Plan Requirements

Initially, each district receiving ECPA submitted a five-year operational plan beginning with the 1997-1998 school year. As a result of the 1998 Supreme Court decision, Abbott districts were required to submit an amended operational plan which outlined in detail how they planned to meet the required 1998 deadline for full-day kindergarten and the 1999 deadline for providing half-day preschool programs for all three- and four-year-olds.

Abbott school districts shall amend their plans so that all three- and four-year-olds are offered full-day, full-year early childhood education programs by the 2001-2002 school year. The district shall provide any necessary information to the department to ensure that the program implementation is consistent with that plan.

Abbott districts must submit an annual early childhood operational plan. **The plan can be found on the New Jersey State Department of Education's Web site. www.state.nj.us/education/**

Roles and Responsibilities of the District

- Each Abbott district shall operate an early childhood education operational program consistent with that district's early childhood education plan approved by the department.
- To ensure quality programs, whether in-district or through community based early childhood education providers, the district shall provide programs that meet the Department's *Early Childhood Education Program Expectations: Standards of Quality* that are linked to New Jersey's Core Curriculum Content Standards and are to be integrated by the district with the WSR model(s) or the whole school reform alternative program design(s) utilized in that district.
- Abbott districts must provide one teacher and one aide for every 21 children in kindergarten programs. Class size shall not exceed 21 children.
- Abbott districts must provide one teacher and one aide for every 15 children in early childhood education preschool programs. Class size shall not exceed 15 children.
- Abbott districts shall provide master teachers at a recommended ratio of one to every 20 preschool classrooms. Master teachers shall coordinate and facilitate early childhood education programs and assist in the provision of professional development.
- According to *N.J.A.C.*6A:24-3.3(a)5 "Any board which establishes an early childhood education program and employs a new teacher must require the new teacher, by September 1, 2001, to hold the new teacher of Preschool through Grade 3 endorsement."
- Abbott districts shall ensure that family referral services are available to district-operated early childhood education programs and that family workers are provided by all DHS-licensed child care programs with which the board contracts.
- The board shall develop, in consultation with the department, community outreach and recruitment strategies to maximize participation in early childhood education programs. If enrollments in the early childhood education programs do not exceed 50 percent of the projected early childhood education population in the district, the board shall develop a corrective action plan to increase enrollments, which shall be approved by the Commissioner and then implemented by the district.

Contracting With Community-Based Early Childhood Education Programs

According to *N.J.A.C.*6A:24-3:3(b) "The board shall cooperate with or utilize a DHS-licensed child care provider whenever practical to implement required early childhood education programs and shall not duplicate programs or services otherwise available in the community. When the board enters into a contract with a DHS-licensed child care provider, the contract shall be in a form provided by or approved by the department and shall include clear expectations, necessary supports and accountability measures. The board shall contract with a DHS-licensed child care provider to provide services to preschool children when that provider is able and willing to comply with the following requirements:

1. Provide one teacher and one aide for every 15 children. Class size shall not exceed 15 children;
2. In consultation with a master teacher, provide programs that meet the Department's Early Childhood Education Program expectations that are linked to the Core Curriculum Content Standards and are integrated with the WSR model(s) or the whole school alternative program design(s) utilized in the district;
3. Require existing teachers who have experience working with young children but who otherwise lack academic credentials to make annual progress toward obtaining a bachelor's degree and a teacher of Preschool through Grade 3 endorsement and to obtain that endorsement by September 2004.
4. Require any newly hired teachers to:
   a) have a bachelor's degree, enroll in the department's provisional teacher program and obtain appropriate early childhood education courses and obtain a teacher of Preschool through Grade 3 endorsement by September 2001; or
   b) have a K-8 teacher's certificate, enroll in early childhood courses now, and obtain the proposed Preschool-3 certificate no later than September 2001.
5. Encourage all teacher aides, both new hires and existing staff to:
   a) pursue an associate's degree in early childhood education, if they already have Child Development Associate/Certified Childcare Professional (CDA/CCP) credentials; and
   b) pursue either the CDA or the CCP credential if they do not have CDA/CCP credentials.
6. Provide one family worker for every 40 children and their families being served by the center. The family worker shall work with the center and the parents to ensure that the parents and their children obtain necessary health and social services."

Districts shall ensure that DHS-licensed child care providers comply with the contract requirements including the requirements of 6A:24-3.3(b) and shall conduct ongoing, on-site monitoring to assess compliance.

Requests for Waivers

- Upon offering full-day, full-year preschool programs, the district may request a waiver of this requirement under *N.J.A.C.* 6A:24-3.3(c), as applicable, to provide families with options to enroll their children in a half-day program and/or a program that follows the school year calendar, providing that program meets all of the requirements of the regulations, subchapter 3.

- According to *N.J.A.C.* 6A:24-3.3(c)1 " The board may receive a waiver on an annual basis from the Department to contract with a DHS-licensed child care provider that cannot meet the requirements of *N.J.A.C.* 6A:24-3.3(b)4. The DHS provider shall document its inability to hire an appropriately credentialed teacher and agree to hire a teacher for the school year who holds, at a minimum, the CDA or CCP credential.

  1. The board request for a wavier shall include the following information on a form provided by the department:

     a) Explanation of the circumstances that require the employment of a person who does not meet the requirements of *N.J.A.C.* 6A:24-3.3(b)4....
     b) Demonstration of the process used in attempting to secure the services of an individual with standard certification to fill the vacancy;
     c) Documentation of communication notices and recruitment efforts (e.g., advertisements placed, colleges that were contacted, etc.) to employ a qualified individual;
     d) Identification of all appropriately certified individuals who applied for this position, if any; and
     e) Provision of a reason/justification, if applicable, why the certified applicant(s) is(are) not suitable for employment in the position.

C. WHOLE SCHOOL REFORM EARLY CHILDHOOD EDUCATION PROGRAM MODELS

The department does not require districts to adopt a particular curriculum model to implement as its early childhood education program. However, all early childhood education programs must address *Early Childhood Education Program Expectations: Standards of Quality.*

Two WSR models have early childhood education programs that were developed to articulate with their educational model. Those models are described in this section. Additional information regarding these models is available from the developers.

Success For All/Curiosity Corner

Curiosity Corner is a comprehensive early childhood education program for three- and four-year-olds developed by the Early Learning Development Team of the Success for All Foundation. The team developed this program as a connection with its kindergarten through grade six program, Success For All. The team drew from various early childhood curricula and research to develop its program. Curiosity Corner is based on the philosophy that children learn best when a core concept or theme is developed through a variety of activities that reinforce that concept. The program combines this thematic approach to learning with its own program components, such as "Clues and Questions" and "Rhyme Time," and established early childhood approaches, such as learning centers, in developing its curriculum. In addition, Curiosity Corner provides most of the materials for its thematic units, including books, its "Home Link," a weekly newsletter for parents, story packets to take home and daily tasks related to the classroom theme for children to do at home.

Comer School Development Program/Zigler Initiative (CoZi)

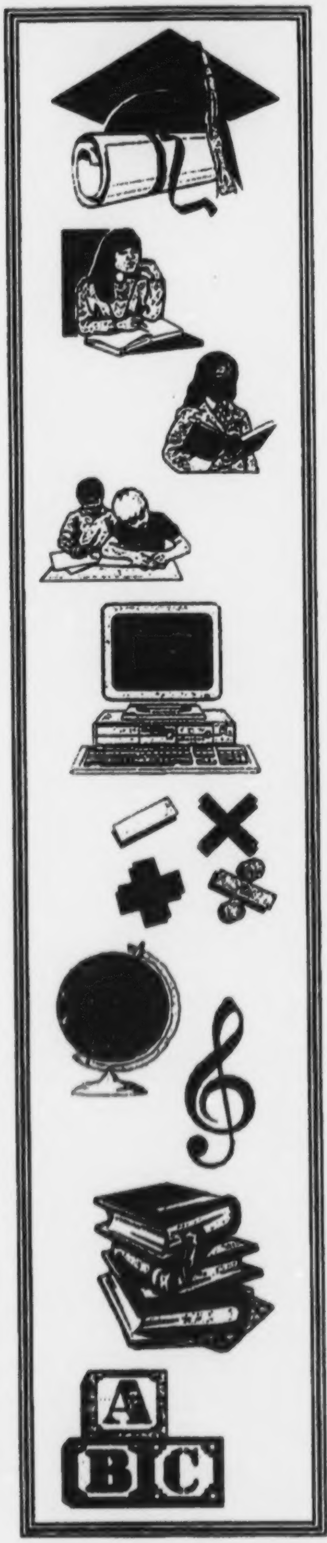
The Comer initiative is a combination of the School Development Program (SDP) developed by Dr. James Comer at the Yale Child Study Center and Dr. Edward Zigler's School of the 21st Century (21C) at the Yale Bush Center in Child Development and Social Policy. The SDP and 21C have the same theoretical base and are complementary. The community develops an array of components at the school based on a needs assessment. This model aims to integrate services at the school site, transforming the school into a year-round, multiservice center providing services from early morning to early evening. The 21C components include year-round all-day child care for children ages three to five in a developmentally-appropriate, high-quality program; before- and after-school and vacation care for school age children; outreach and guidance for parents of children ages birth to three (including support groups and health and developmental screenings); support and training for family day care providers in the school neighborhood; and information and referral services for all members of the school community. A three-year outcome evaluation for a demonstration program indicated that children achieved higher academic outcomes than a matched comparison group. In addition, the program enjoys significant support from both parents and school personnel.

D. Implementation of the External, Independent Evaluation Project

The New Jersey Departments of Education (NJDOE) and Human Services (NJDHS) have contracted with Westat, an external, independent evaluation firm, to conduct a 60-month implementation and outcomes evaluation of the early childhood programs in the 30 Abbott school districts.

The evaluation has two important components: 1) a program implementation analysis; and 2) an assessment of child and family outcomes over time. The first component will provide information about how the early childhood education program is implemented across the 30 Abbott districts. It will also assess program implementation and the overall quality of classroom operations.

The second component will provide information about a sample of preschoolers and their families over a 60-month period. The study will use multiple methods, including direct observation of children, formal assessments and interviews with teachers and parents.



Section XI

Directory and References

SECTION XI. DIRECTORY AND REFERENCES

DIVISION DIRECTORY

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Jacqueline McConnell
Special Assistant for School Improvement
Commissioner's Office
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Trenton And Field Offices	Address	Telephone	Fax
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Program Improvement Regional Center-Central	Joan Tomlin Program Manager 1090 King Georges Post Road Edison, NJ 08837	(732) 225-4545	(732) 225-2491
Program Improvement Regional Center-South	Donna Snyder Program Manager 1492 Tanyard Road Sewell, NJ 08080	(856) 468-5530	(856) 468-8426

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Program Development Specialist

Carol Albritton
Program Development Specialist

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Program Development Specialist

Arifah Shaheed
Program Development Specialist

Vonda Reed Owens
Planning Associate

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SCHOOL REVIEW AND IMPROVEMENT TEAM STAFF ASSIGNED TO WSR MODELS

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America's Choice	Lisa Schnall	Vivette Peacock	Lisa Della Vecchia
ATLAS	Michelle Dupree	TBA*	TBA*
CFL	Michelle Dupree	Jeanette Harris	Al Stewart Debby Olusa
Coalition of Essential Schools	Jan Phillips-Mezier Gary Diggs	Jeanette Harris Orlando Vadel	Lisa Della Vecchia Pam Moat
Comer	Charles Webster Janice Gabbidon	TBA	Carla Spates Jim McBee
Co-NECT	Jerry Carver Gary Diggs	TBA	Tonya Hall Frank Basso
High Schools That Work	TBA*	Ellen Mushinski	John Edwards
Microsociety	Francine Wright	TBA*	John Edwards
Modern Red Schoolhouse	Lisa Schnall	Jeannette Harris	Jim McBee Al Stewart
Success For All	Pat Mitchell Audrey Lassiter	Ellen Mushinski	Carla Spates Tonya Hall
Talent Development	Pat Mitchell	TBA*	Pam Moat

Turning Points	TBA*	TBA*	Frank Basso
Ventures in Education	TBA*	Vivette Peacock Orlando Vadel	Carla Spates Debby Olusa

*TBAs will be announced once the model is implemented in the region.

30 ABBOTT DISTRICTS BY REGION AND COUNTY

REGION	COUNTY	DISTRICT
PIRC-NORTH	Bergen	Garfield
	Essex	East Orange
		Irvington
		Newark
		Orange
	Hudson	Harrison
		Hoboken
		Jersey City
		Union City
		West New York
	Passaic	Passaic City
		Paterson
	Warren	Phillipsburg
PIRC-CENTRAL	Mercer	Trenton
	Middlesex	New Brunswick
		Perth Amboy
	Monmouth	Asbury Park
		Keansburg
		Long Branch
		Neptune
	Union	Elizabeth
		Plainfield
PIRC-SOUTH	Atlantic	Pleasantville
	Burlington	Burlington City
		Pemberton
	Camden	Camden City
		Gloucester City
	Cumberland	Bridgeton
		Millville
		Vineland

OFFICE OF EDUCATIONAL SUPPORT SERVICES AND INTERAGENCY INITIATIVES

Trenton Offices	Address	Telephone	Fax
Department of Education	Gloria Hancock, Director Office of Educational Support Services and Interagency Initiatives 100 River View Plaza, PO Box 500 Trenton, NJ 08625-0500	(609) 292-5935	(609) 633-9655
Alternative Education	LaCoyya Weathington, Education Program Development Specialist	(609) 777-4988	(609) 633-9655
Security/Safe Environment	Phillip Brown, Program Coordinator	609) 292-5887	(609) 633-9655
OFFICE OF BILINGUAL EDUCATION AND EQUITY ISSUES			
Bilingual Education and ESL	Raquel Sinai, Acting Director 100 River View Plaza, PO Box 500 Trenton, NJ 08625-0500	(609) 292-8777	(609) 292-1211
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Special Education	Barbara Gantwerk, Director 100 River View Plaza, PO Box 500 Trenton, NJ 08625-0500	(609) 633-6833	(609) 984-8422
OFFICE OF SPECIALIZED POPULATIONS			
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OFFICE OF SCHOOL-TO-CAREER AND COLLEGE INITIATIVES

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Bureau of Program Review	Sylvia Kaplan Manager	(609) 292-6582	(609) 984-7048

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Ms. Pilar Solar, Director (same address as above)	(212) 678-3095	(212) 678-8181
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Ms. Judy Aaronson, Deputy Director (address same as above)	(815) 675-1360	(815) 675-6745
Ms. Loretta Pohill, Cluster Leader (address same as above)	(815) 675-1360	(815) 675-6745
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Ms. Linda Gerstle, Project Director Center for Science Curriculum 55 Chapel Street Newton, Massachusetts 02158	(617) 969-7100 Ext. 2436	(617) 969-3440

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COALITION OF ESSENTIAL SCHOOLS
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Torrey Strohmeier, Director, School & Center Support (same address as above)		
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COMER SCHOOL DEVELOPMENT PROGRAM
http://info.med.yale.edu/comer/welcome.html

Dr. Edward Joyner, Executive Director Child Study Center P. O. Box 207900 New Haven, Connecticut 06520	(203) 785-2548	(203) 785-3359
NJ Contact: Ms. Sherrie Joseph, Consultant (same address as above)	(203) 737-1020	(203) 737-1023

COMMUNITY FOR LEARNING/ADAPTIVE LEARNING ENVIRONMENT
http://www.temple.edu/LSS/csr.htm

Dr. Margaret Wang, Professor Temple University 1301 Cecil B. Moore Avenue - Ritter Hall Annex Philadelphia, Pennsylvania 19122	(215) 204-3001	(215) 204-5130

CO-NECT SCHOOLS http://www.naschools.org/schools**conect.html**		
Dr. Bruce Goldberg, Chief Education Officer Ms. Kristie Sells, Director of Marketing 10 Fawcett Street Cambridge, Massachusetts 02140	(617) 234-5809	(617868-4798
CONSISTENCY MANAGEMENT* http://www.coe.uh.edu/`feiberg/cm/		
Dr. Jerome Freiberg, Director University of Houston Fairish Hall - Room 350 4800 Calhoun Street Houston, Texas 77004	(713) 743-8663	(713) 743-8664
HIGH SCHOOLS THAT WORK http://www.sreb.org		
Gene Bottoms, Senior Vice President Southern Region Education Board 592 10th St. N.W. Atlanta, GA 30318 Tom Feagin, Site Facilitator (same address as above)	(404) 875-9211	(404) 872-1477
MICROSOCIETY http://www.microsociety.org		
Dr. Carolynn King, Executive Director 13 South 3rd Street, Suite 500 Philadelphia, PA 19106	(215) 922-4006	(215) 922-3303

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NJ Contact: Mr. Brian Spears, Vice President (same address as above)	(615) 320-8804 (888) 234-8073 (Mobile Phone)	(615) 320-5366
Mr. Ron Heady, Executive Vice President	(615) 320-8804	
NATIONAL PAIDEIA CENTER http://www.unc.edu/depts/ed/paideia		
Dr. Terry Roberts, Director University of North Carolina at Greensboro Greensboro, North Carolina 27402	(336) 334-3831 (336) 334-3729	(336) 334-3739
PROJECT GRAD (GRADUATION ACHIEVES DREAMS)* http://www.hern.org/grad/		
Dr. Sharon L. Jacobson, Director of Operations P. O. Box 2511 Houston, Texas 77252-2511	(713) 757-5973	(713) 757-3144
NJ Contact: Ms. Tycene Hicks-Edd, Executive Director 520 Broad Street – 9th Floor Newark, New Jersey 07102	(973) 481-8471	(973) 481-8466
SUCCESS FOR ALL http://successforall.com		
Dr. Robert Slavin, Principal Research Scientist 200 West Towsontown Boulevard Baltimore, Maryland 21204-5200	(410) 616-2310 800-548-4998 Ext. 752846	(410) 324-4444
NJ Contact: Ms. Vickie Pellicano, Instructional Facilitator (same address as above)	410) 616-2317 (800) 548-4998 Ext. 2317	(410) 324-4444

*Supplemental Program

TALENT DEVELOPMENT – (CRESPAR) - CENTER FOR RESEARCH ON THE EDUCATION OF STUDENTS PLACED AT RISK http://www.csos.jhu.edu		
Dr. Kevin Cuffie, Director Johns Hopkins University & Howard University 3003 North Charles Street - Suite 200 Baltimore, Maryland 21218-3888	(410) 516-8800	(410) 516-8890
NJ Contact: Mr. James McPortland, Co-Director (same address as above)	(410) 516-8803	(410) 516-8890
TURNING POINTS - CENTER FOR COLLABORATIVE EDUCATION http://www.turningpts.org		
Mr. Dan French, Executive Director Center for Collaborative Education 1135 Tremont Street - Suite 940 Boston, MA 02120	(617) 421-0134 ext. 227	(617) 421-9016
NJ Contact: Ms. Leah Rugen, Program Director (same address as above)	(617) 421-0134 ext. 225	(617) 421-9016
VENTURES IN EDUCATION **Web site under construction**		
Ms. Maxine Bleich, President 245 – 5th Avenue - Suite 802 New York, New York 10016	(212) 696-5717 Email: mbleich@ventures.org	(212) 696-5726
NJ Contact: Mr. Sean Barden, Representative (same address as above)	(800) 947-6278 (212) 696-5717 X111 (212) 951-6429 Cell (212) 475-6457 Home Email: sbarden@ventures.org	(212) 696-5726 (212) 696-5726
Ms. Lorraine Dean, Managing Director of Services		
Mr.Robert Delisle, Special Consultant for Early Childhood & Elementary Schools	(212) 696-5717 x126 (718) 960-8173	

WSR MODELS DESCRIPTIONS

SUCCESS FOR ALL/ROOTS & WINGS (PreK-6)
Success for All (SFA) is clearly the whole school reform program that shows the most promise of enabling students in the Abbott districts to achieve the Core Curriculum Content Standards (CCCS). This elementary school program is based on years of research of effective practices in beginning reading and cooperative learning (Slavin, 1995; Stevens Madden, Slavin & Farnish, 1987). SFA is an approach to school improvement that involves changes to every aspect of elementary school organization, instruction, and curriculum. The program focuses on preventing school failure by relentless concentration on having every child read successfully by the end of third grade. During the 1999-2000 school year, over 800,000 students will be enrolled in SFA classes in 1,700 schools in 46 states, Canada, and Great Britain. Essential program elements include an uninterrupted 90-minute reading block, one-to-one tutoring for students who are struggling (concentrating on first graders), innovative approaches in preschool and kindergarten, emphasis on writing, assessment of student progress every eight weeks, and developing a strong family support network.

Combined with the developers other instructional components (Roots & Wings), the model becomes a true whole school reform program. Roots & Wings includes two additional components--MathWings and WorldLab. MathWings is a constructivist mathematics program for grades 1-5 focused on higher order skills and metacognition. WorldLab is a social studies and science curriculum that emphasizes simulations and group investigations, also for grades 1-5. In sum, Success for All/Roots & Wings is a research-based WSR model which, when fully implemented, will meet the guidelines for reform adopted by the New Jersey Department of Education.
http://successforall.com/

SUCCESS FOR ALL/CURIOSITY CORNER

Curiosity Corner is a comprehensive early childhood education program for three- and four-year-olds developed by the Early Learning Development Team of the Success for All Foundation. The team developed this program as a connection with its kindergarten through grade six program, Success For All. The team drew from various early childhood curricula and research to develop its program. Curiosity Corner is based on the philosophy that children learn best when a core concept or theme is developed through a variety of activities that reinforce that concept. The program combines this thematic approach to learning with its own program components, such as "Clues and Questions" and "Rhyme Time," and established early childhood approaches, such as learning centers, in developing its curriculum. In addition, Curiosity Corner provides most of the materials for its thematic units, including books, its "Home Link," a weekly newsletter for parents, story packets to take home and daily tasks related to the classroom theme for children to do at home.

ACCELERATED SCHOOLS PROJECT (K-8)
The Accelerated Schools Project, developed in 1986 by Dr. Henry M. Levin, was established to bring "at-risk" students into the educational mainstream by the end of elementary school. Due to its initial success, the Accelerated Schools expanded to include middle schools. Instead of slowing down student learning with remediation, the idea was to enhance academic growth through challenging and stimulating activities. Instead of lowering expectations for those

children, the goal was to treat them as gifted and talented students by identifying and building on their strengths. Instead of treating a school as a collection of individual programs and staff members with individual goals, the objective was to create a schoolwide unity of purpose that would encompass all children, staff, and parents. Instead of using "canned" curriculum packages as solutions to learning challenges, the goal was to incorporate the entire staff into a governance and decision-making process around the unified purpose of creating powerful learning experiences for all children.

These ideas were melded into a process that incorporates an integrated approach to school curriculum, instructional strategies, and organization--a process by which parents, students, teachers, support staff, administrators, district offices, and local communities could work together to reach their shared vision. The first accelerated elementary schools were established in 1986-1987, and by 1998-1999 the movement had grown to about 1100 elementary and middle schools in forty states and 4 other countries. The full transformation of a school takes five or six years, but there are major gains in the first year. An important goal of the Accelerated Schools Project is to provide the best educational and life options for all students.

Accelerated Schools are built on unity of purpose among the entire school community in creating practices and activities that are dedicated toward accelerated progress. They establish an active school-site decision-making process with responsibility for results, and active participation in decisions by all school staff as well as parents, with reliance on small-group task forces, a schoolwide steering committee, and schoolwide governance groups. Instead of focusing on weaknesses, accelerated school staff and parents use a pedagogy constructed on the strengths and cultures of the children (and indeed all members of the school community), with a heavy reliance on relevant applications, problem-solving, and active "hands-on" learning approaches as well as an emphasis on thematic learning that integrates a variety of subjects into common set of themes. Finally, parental involvement both at home and at school is central to the success of an accelerated school.

An accelerated school is a school that has been transformed through the accelerated schools philosophy and process, as well as continuous reflection on implementation efforts, is at the heart of the school transformation.
http://www-leland.stanford.edu/group/ASP

COALITION OF ESSENTIAL SCHOOLS (K-12)

The Coalition of Essential Schools (CES) is a national network of schools and centers engaged in restructuring and redesigning schools to promote better school learning and achievement. CES's power as a school reform movement is derived from its focus on classroom practice, the simple authenticity of its principles, and its determination to measure the long-term impact of school reform on the lives of students. The Coalition began as a secondary school reform effort in 1984; today it is a federation of more than 1000 schools serving students from kindergarten to the twelfth grade. The schools are diverse in size, population, program, and geographic location, both public and private. Over 25 centers and networks, which span 37 states and extend abroad, support the work in these varied communities.

Despite this great diversity, CES schools share a common set of beliefs about the purpose and practice of schooling. These ideas are known as the Ten Common Principles. This set of simple but compelling ideas reflect over two decades of careful research and examined practice and are used to guide whole-school reform efforts. The Principles call broadly for schools to set clear and simple goals about the intellectual skills and knowledge to be mastered by all the schools' students; to lower teacher/student ratios, personalize teaching and curriculum, and make student work the center of classroom activity; to award diplomas based on students' "exhibition" of their mastery of the schools' program; to create an atmosphere of trust and respect for the school, faculty, students, and parents; and to demonstrate democratic and equitable practices at all levels of the work. The principles, rather than acting as a blueprint for change, are used to focus each school's effort to rethink its priorities and redesign its structures and practices. Each school develops its own programs, suited to its particular students, faculty, and community. Hence, no two Coalition schools are alike.

CES recognizes that fundamental reform is a lengthy process. Schools interested in the Coalition begin their work by exploring the ideas promoted by the Ten Common Principles. If the work of the Coalition fits with the school's needs, the planning stage begins.
The regional centers coach schools through systematic change at the school site. This organizational structure allows CES to maintain both a national vision and a strong commitment to local implementation.

The New Jersey Center was established in 1994 at Rutgers University. It serves 14 schools, five of which are in Abbott districts. Three of its seven high schools were in the top ten schools that have the highest percentage of their students pass all three sections of the HSPT in 1997-98 (from 96.8% to 100.0%).
http://www.ces.brown.edu or http://www.essentialschools.org/

COMMUNITY FOR LEARNING (CFL)(K-12)
Community for Learning is a data-based, comprehensive K-12 program that focuses on high academic achievement and positive student self-perception. The program includes a site-specific implementation-planning framework that incorporates a schoolwide organizational structure, and a coordinated system of instruction and related services delivery. The focus is on breaking down artificial barriers within the school and across the multiple service-providing agencies to ensure the healthy development and educational success of every student.

Implementation of the CFL program impacts three major areas of student outcomes:

- Improved academic achievement of all students, including and particularly those at the margins.
- Patterns of active learning and teaching processes that are consistent with the research base on effective practices.
- Positive attitudes by students and staff toward their school, and, most importantly, the expectation that every student has the capacity for educational success.

Findings from implementation studies in a variety of school settings to date show a positive pattern of change in a variety of student outcomes including reading and math, and attitudes about learning and their classroom and school environments when compared with students in non-program schools. Research findings also indicate that CFL families and communities become increasingly active in a wide range of school activities and in the decision making process.
http://www.temple.edu/LSS/csr.htm

THE COMER SCHOOL DEVELOPMENT PROGRAM (SDP)(K-12)
The Comer School Development Program (SDP) is a nationally recognized program, established in 1968 in two of the lowest achieving schools in New Haven by Dr. James Comer, a psychiatrist at Yale University's Child Study Center. This program focuses on bridging the gap between the home and the school by identifying and addressing the underlying problems of students and their families and involving all school staff, community agencies and parents in

designing appropriate solutions to identified problems. The SDP is not a program, but a process for involving all stakeholders in the development of school plans that focus on improving: school climate, instruction, collaboration with local social and health providers, and parental involvement in the schools.

The SDP includes a governance and management team, student and staff support team and a parents program. The School Planning and Management Team (SPMT) is composed of teachers, representatives from the student and staff support team, parents, support personnel and the school principal. This team is responsible for guiding the school's improvement efforts which include the development of the school plan, periodic assessment of programs and student performance, staff development, and curriculum development and implementation. The Student and Staff Support Team, is composed of a guidance counselor, nurse, social worker, psychologist, speech therapist and special education staff. Their responsibilities include the development of strategies to help teachers solve students' behavioral and instructional problems, as well as establishing linkages with social and health agencies to provide students and their families with services. Finally, the parents' program or Parental Involvement Team plays an active role in schools by serving on various committees, including the SPMT, and by volunteering to work in schools.

Decisions by all team members are made by consensus, and include collaboration with all stakeholders and using a no-fault problem solving approach. The SDP requires approval and support of the superintendent and the board as well as hiring staff. The staff consists of a program facilitator, along with instructional and mental health staff.

As a result of the implementation of the SDP program in New Haven, Connecticut, students who had once ranked lowest in achievement among 33 elementary schools, by fourth grade had caught up to grade level (Comer, 1988). Furthermore, the researcher states that money and efforts expended for educational reform will have limited benefits to poor minority children unless the underlying developmental and social issues are addressed (Comer, 1988). Another source, Squires and Kranyik, report that the Comer program succeeds because it supports a change in the school culture and its focuses on child development (Squires & Kranyik, 1996).
http://info.med.yale.edu/comer/welcome.html

COMER SCHOOL DEVELOPMENT PROGRAM/ZIGLER INITIATIVE (CoZi)

The Comer initiative is a combination of the School Development Program (SDP) developed by Dr. James Comer at the Yale Child Study Center and Dr. Edward Zigler's School of the 21st Century (21C) at the Yale Bush Center in Child Development and Social Policy. The SDP and 21C have the same theoretical base and are complementary. The community develops an array of components at the school based on a needs assessment. This model aims to integrate services at the school site, transforming the school into a year-round, multi-service center providing services from early morning to early evening. The 21C components include year-round all-day child care for children ages three to five in a developmentally-appropriate, high-quality program; before- and after-school and vacation care for school age children; outreach and guidance for parents of children ages birth to three (including support groups and health and developmental screenings); support and training for family day care providers in the school neighborhood; and information and referral services for all members of the school community. A three-year outcome evaluation for a demonstration program indicated that children achieved higher academic outcomes than a matched comparison group. In addition, the program enjoys significant support from both parents and school personnel.

MODERN RED SCHOOLHOUSE (MRSh)(K-12)
The Modern Red School House (MRSh) is a K-12 program based on a blend of reform strategies and on the principle that all students can meet high standards through a system of mastery and assessment. The MRSh philosophy is articulated through six tenets of reform, which include high standards for all, transmission of a shared culture and respect for diversity, school choice for students and teachers, use of advanced technology, and flexibility and accountability for teachers and principals. Support is designed to build on a school's strengths, to address weaknesses, and to develop a plan for continuous self-improvement. Results have shown improvement in students' ability to pass state-administered essential skills tests. Parents are especially satisfied.

The following three phases of implementation have been identified, with twelve professional development modules available to support implementation: creating a baseline curriculum; adapting the curriculum and organization to meet the individual needs of students; and setting assessment in place. While schools are not required to complete all training modules, the assessment system must be in place along with the curriculum that supports it, within five years.

There is a strong emphasis on core academic subjects (mathematics, science, English, history, and geography). The design encourages primary and intermediate grade levels to use E.D. Hirsch's Core Knowledge curriculum. With the support of MRSh trainers, teachers develop instruction units that enable students to reach high academic standards. The MRSh approach uses standardized tests, assessments based on student performance and individual student contracts to monitor student progress. Through the required Individual Education Compact (IEC), goals are developed for each student, with progress toward meeting those goals monitored and discussed by student, teacher(s), and parents. Ideally, discussing and producing progress reports to parents should occur annually.

The site-based management is required of all MRSh schools. MRSh also recommends that school staff assemble six committees: community involvement, curriculum, organization, and finance, standards and assessment, technology, and professional development. Together with the principal, committee chairs form a leadership team that may be expanded to include parents, teachers, and community representatives. To assist with the development and implementation of long-range plans, MRSh trainers work on-site with each of these groups. Schools are expected to hire a technology coordinator. The instructional design features multi-graded classrooms where mastery of common curriculum is the primary concern, and teachers have considerable freedom to exercise their professional judgment in deciding how to accomplish the mission.

Staffing design and specific staffing requirements are decisions that are left to the school management teams. The school leadership team serves three-year, staggered terms of office. About 20 days of professional development for each teacher at test sites for MRSh have been average. Teachers in MRSh sites design and attend a summer institute which provides foundation skills.

Although no specific supplies and materials are required, the MRSh design recommends using technology in the classroom for several purposes, including sharing information, assessing students, and tracking student progress on goals. The developers require that schools have: a network of computers, a filesaver, a modern instructional and management software, voice mail, student work stations (6:1 ratio), and cable and satellite down-links.

Depending on local circumstances, the developer recommends schools use the Core Knowledge scope and sequence or Open Court reading materials; some instruction and assessment materials are provided through Capstone units developed by national experts. According to the developer, one focus of training is to help teachers find inexpensive ways to provide suitable materials for their students.

While there is considerable variability of cost for implementing the MRSh design, depending on site parameters, the expense of technical assistance, capacity building and materials ranges from $90,0000 to $150,000 over a three-to-four year period, exclusive of the cost to upgrade educational technology to MRSh specifications.
http://www.mrsh.org

AMERICA'S CHOICE SCHOOL DESIGN (K-12)

The America's Choice School Design is a comprehensive design for K-12 schools determined to get their students to high, internationally benchmarked standards in English, mathematics and science. America's Choice School Design was developed by the National Center on Education and the Economy (the NCEE), a leading source for standards-based education in the United States, and is an outgrowth of the NCEE program, National Alliance for Restructuring Education.

The America's Choice School Design includes fully aligned standards, assessments, curriculum materials and instructional methods, all crafted to work smoothly together to get students to high standards, no matter where they start. This instructional system is matched to a unique standards-based planning and management system at the heart of which is close analysis of student performance data, revealing the specific weak points of the students to which the needed resources are targeted. America's Choice includes a design for quickly identifying students who are falling behind and bringing them back to standard, as well as a planning and management system for making the most efficient use of available resources to raise student performance quickly. A comprehensive safety net for low-performing students is built into the design, as are supports for parent involvement, public engagement and the involvement of community social service and health agencies. The America's Choice School Design is built on the New Standards Performance Standards--standards that complement and extend the standards that the State of New Jersey has developed. The New Standards Reference Exams are used to measure student performance toward achieving the standards and fit well with the New Jersey State performance exams. The America's Choice curriculum focuses on the basics, conceptual mastery and applications. The America's Choice Planning for Results system helps school staffs identify weak spots and address them. Schools use the information to redesign their master schedule and extend the school day and week to give the students the extra time they need to get the standards, no matter where they start.

In the early grades, the America's Choice School Design concentrates on the development of literacy, using proven methods that emphasize phonic, oral language, guided reading and writing, and independent reading and writing. Every K-5 school sets aside a two-and-one half-hour block every day for literacy instruction or double block of English at the middle school. All schools designate a member of its faculty as a full time Literacy Coordinator. This person participates in an eight-week National Literacy Institute over the first two years of the program and is trained to work one by one with every teacher in the school to enable them to bring all of their students up to high literacy standards.

The High School Design features a program to bring poor readers up to standard, a design for a "house" system to break the high school down into smaller groupings in which students come to feel that they are known and valued by the adults in the school. The curriculum is focused on the academic core, and for those who have successfully completed the core curriculum, a strong college prep program for those students who plan to go to a selective college. An equally strong work-based technical prep program is offered for those students who plan to enter the work force after completing a technical or community college program. A key feature of the high school is a commitment to prepare all students to enter college without remediation. The America's Choice Design Team offers a complete program of technical assistance and professional development to support the design.

While the America's Choice does not include the district design, districts may opt to do this work in parallel to their schools. Effective standards-based reform demands knowledgeable and determined leadership from the district central office. District leaders need to understand how performance standards work, how to establish district-wide goals and indicators, how to set up data systems that capture the data needed to analyze progress against indicators and performance standards and get that information to the people who need it, how to set up standards-based accountability systems, and how to provide the help to schools that will enable them to get their students to the district's standards. The America's Choice Design Team can provide a custom-designed leadership training program to meet the unique needs of the New Jersey districts.
http://naschools.org/schools_p_nare.html or http://www.ncee.org

ATLAS COMMUNITIES (AUTHENTIC TEACHING, LEARNING, AND ASSESSMENT FOR ALL STUDENTS) - (PreK-12)
A preK-12 program for a senior high school and all of its feeder schools, ATLAS Communities model is distinctive for its linking of elementary, middle, and high schools in a continuous education pathway. Combining the work of Comer (School Development Program), Gardner (Multiple Intelligences, Teaching for Understanding), Sizer (Coalition of Essential Schools) and the Education Development Center, Inc., ATLAS' mission is to improve student performance from kindergarten through twelfth grade. Implementation of the ATLAS Communities design requires that schools work over a 3-5 year period to implement ATLAS strategies in five areas: professional development, teaching and learning, assessment, family and community, and management and decision-making. Students move beyond basic literacies to develop a strong capacity, analytic thinking, and real-world problem solving. ATLAS acknowledges that it takes the entire community (school, district, parents, surrounding community, and policy environment) to promote high achievement for all learners. By joining forces with these powerful constituencies, ATLAS schools graduate students who are shaped by a lively understanding of academics, their own communities, and the larger world around them.

Students in ATLAS Communities participate in standardized national, state, and district tests--and they all do well. ATLAS schools in Philadelphia have met and exceeded rigorous and challenging local performance standards within 2 years of implementing ATLAS. The percent of students achieving proficient scores at a high school in Memphis increased 13 percent while the district average decreased 5 percent. In Norfolk, the percent of student scoring over 1,000 on SAT's increased 300 percent. Twenty-five percent of sixth and seventh graders in a middle school in Everett, WA improved 2.5 grades on the CAT test.
http://www.edc.org/FSC/ATLAS

Co-NECT SCHOOLS (K-12)
Co-NECT schools use technology and project-based learning as a common thread to bring teachers, students, administrators, parents, and the community together in pursuit of improved results in their schools. The goals are to boost academic achievement for all students in core subject areas, connect academics with the real world, promote community accountability and

involvement, and make every school an exciting, rewarding place in which to teach and learn. Schools that work with Co-NECT join a rapidly-expanding network of over 115 schools (preK-12) around the country--including schools in Cincinnati, Memphis, Miami, Fort Lauderdale, Philadelphia, Jersey City, and Trenton.

Co-NECT teachers receive intensive professional development in critical areas such as project-based learning assessment, and technology; and they have access to the Co-NECT Exchange, our web site, which contains a rich collection of software tools, projects, online trainings, and other resources. In addition, Co-NECT teachers are invited to attend the annual conference and to take part in the Co-NECT Critical Friends Program, in which teachers visit Co-NECT schools in other parts of the country to exchange insights and ideas.

Significant gains in student achievement have been reported by a number of participating schools. For example, an independent study conducted by a team of researchers at the University of Memphis and University of Tennessee (Knoxville) recently found that the Co-nect schools in Memphis, Tennessee have shown stronger achievement gains across all subject areas over a period of two years on Tennessee's Valued-Added Assessment System (TVAAS) than a set of control schools.
http://www.naschools.org/schools_p_conect.html

PAIDEIA (K-12)
The Paideia Program is a systemic reform project based on the work of Philosopher Mortimer Adler (The Paideia Proposal, 1982), which seeks to provide rigorous liberal arts education to all students in a school. Its objectives are to help students develop the skills necessary to earn a living, think and act critically as responsible citizens and to become lifelong learners. Although the instructional principles are fixed, the National Paideia Center works with individual schools to help them adapt the model to local circumstances. The instructional program stresses three kinds of teaching and learning: didactic instruction for the acquisition of knowledge; the coached academic project for skill development; and the seminar discussion for the enlargement of understanding. Although the program is designed for whole school reform, it is adaptable for a school-within-a-school model. Among its advantages are its concentration on the essence of the learning process and its strengthening of student problem solving, decision making, and conflict resolution skills. Success in lowering failure rates, improving attendance, and improving writing scores have been documented, with research on standardized testing results pending.
http://www.unc.edu/depts/ed/Paideia or http://www.unc.edu/paideia

MICROSOCIETY (K-8)
MicroSociety is a cutting edge model where students apply academic skills as citizens and workers in a society of their own design. By dramatically increasing student motivation to learn and improving discipline, the model has helped dozens of schools in urban, suburban and rural communities meet high academic standards and boost test scores and attendance.

In *MicroSociety* schools, students do not learn about the work world for fun. Their Micro jobs reinforce basic academic skills and lessons, provide them with opportunities for drill and practice, and prepare them to be leaders. A " Mirco" period, typically held three to five times a week, actively engages students of all ages in building their miniature society. Students earn borrow money from the bank; pay taxes, tuition and rent; and purchase goods and services produced by their peers.

In a *MicroSociety* setting, all systems within the school-organization, instruction, professional development, and management-and all classrooms are actively engaged in and accountable for the implementation of a common, articulated strategy to improve teaching and learning. This "Common Purpose" directs the engagement of community stakeholders and stimulates a cohesive approach to reform. Even the use of technology favors real-world applications and is infused throughout the model's curriculum and instruction.

Professional development is continuous It includes on-site training and technical assistance, observation of teacher activities, and regular coaching that focuses on aligning Micro activities with standards. Through the adoption of the PLERM method (planning, learning, experimentation, reflection and modification), Micro teachers adopt a differentiated instructional style including teacher as facilitator, small group instruction, cooperative learning, and frequent high quality interaction between students and adults from the community. As children discover the increased opportunities to succeed, they assume greater responsibility for managing their society and become self-initiated learners and responsible citizens.
http://www.microsociety.org

HIGH SCHOOLS THAT WORK (9-12)

High Schools That Work (HSTW) is a whole school, research and assessment-based reform effort that offers a framework of goals and key practices for improving the academic, technical, and intellectual achievement of career-bound high school students. It provides intensive technical assistance, focused staff development, and a nationally recognized yardstick for measuring program effectiveness. *HSTW* promotes a changed school environment as a context for implementing 10 key practices: high expectations; challenging vocational studies; increasing access to academic studies; a program of study that includes four years of English, three of math; and three of science; work-based learning; collaboration among academic and vocational teachers; students actively engaged; an individualized advising system; extra help ; and keeping score (using assessment and evaluation data to foster continuos improvement). *HSTW* sets high expectations, identifies a recommended curriculum to meet the expectations, and set student performance goals benchmarked to the National Assessment of Educational Progress (NAEP).
http://www.sreb.org

TALENT DEVELOPMENT MIDDLE SCHOOL (6-8)

The Talent Development Middle School is a rigorously evaluated national whole school reform model developed by researchers, educators, and experienced curriculum writers at Johns Hopkins University in collaboration with middle school practitioners. It contains eight fundamental components that transform a school into a high performance learning community by establishing the standards-driven curriculum, instruction, school organization, and professional development needed in order for all students to learn challenging academic materials and to prepare for successful futures.

Findings from research involving focus groups with teachers in Talent Development Middle Schools indicate that they are generally quite favorable when asked to evaluate Talent Development's professional development sessions, curriculum materials, and instructional approaches. Teachers reported, with both surprise and immense pleasure that they had received very useful training, consistent and helpful follow-up implementation support in the classroom, and materials on-time and in sufficient quantity with which to teach(Useem, 1998,1999)
http://www.csos.jhu.edu

TALENT DEVELOPMENT HIGH SCHOOLS (9-12)

The Talent Development High School with Career Academics is a comprehensive multi-phased reform model for large high schools that have serious problems with student attendance, discipline, achievement scores and dropout rates. Among its components:

- *Ninth Grade Success Academy:* A separate transitional program places groups of 150-180 first-year students with interdisciplinary teams of 4-5 teachers who share a block schedule with common planning time. This program has its own faculty, its own management team, and its own part of the building with a clearly labeled entrance.
- *Career Academies for the Upper Grades:* Several self contained Career Academies are formed in the upper grades, each enrolling 250-350 students. Each academy offers the same common core of academic courses with an appropriate blend of career applications to match the particular academy theme, so college entrance as well as entry to work is possible from each academy.
- *Core Curriculum in a Four-Period Day:* A basic set of academic courses is required for all students. The ninth grade curriculum features double time in mathematics and English for students who have weak prior preparations. Summer school, Saturday school, and after hours credit schools are offered so students can recover from course failures.
- *Catch-Courses for Ninth Graders:* Three first- term ninth grade courses have been designed, with complete lesson plans and classroom activities, for students with weak prior preparation in reading, mathematics, and study/social skills. Teacher training and follow- up support are provided for the courses of Strategic Reading, Transition Mathematics and Freshman Seminar.
- *On-Site facilitators:* Professional development workshops are provided on key components, including teaching in the extended period class and using teams in the ninth grade for improved student attendance and learning. Also, expert local teachers are trained as regular on-site Instructional Facilitators to support teachers of the new catch-up courses in the ninth grade.
- *Twilight School:* An alternative after-hours program is conducted in the building for students who have serious attendance or discipline problems or who are coming to the school from prison or suspension from another school. Instruction is offered in small classes in the basic subjects, and extensive services are provided by guidance and support staff.
  `http://www.csos.jhu.edu`

TURNING POINTS (6-8)

Turning Points is a New American Schools design for comprehensive middle school reform based on a decade of research and practice in urban, rural, and suburban middle schools throughout the country. Coordinated by the Center for collaborative Education in Boston, Massachusetts, Turning Points enables middle level schools to create caring and challenging learning communities that meet the needs of young adolescents as they reach the "turning point" between childhood and adulthood. This model focuses on data-based inquiry and teacher collaboration to improve student learning.

Turning Points provides middle schools with substantial services, including onsite coaching, professional development and networking, resource guides, a Web site, a self-study survey process, and benchmarks for annual assessment. Turning Points staff work intensively with teachers and administrators to improve learning, teaching, and assessment, and to create the school culture and structures that enable students to learn at high levels.
http://www.turningpts.org

CONSISTENCY MANAGEMENT AND COOPERATIVE DISCIPLINE (PreK-12)*

Consistency Management &Cooperative Discipline (CMCD) is an innovative schoolwide (Pre-K-12th grade) research-based, classroom tested management reform program that builds on shared responsibility for learning and classroom organization between teachers and students. This supplementary model builds on self-discipline in students through teacher and student consistency in classrooms and throughout the schools. CMCD is designed to help students prepare for success, achieve self-discipline, and develop responsibility. This is accomplished through an emphasis on prevention rather than intervention, shared responsibility and cooperation between teacher and student, value-based discipline, increased communication with parents, and effective instruction. The CMCD model, which is designed for implementation over a three year period, also helps create a foundation for other reading and mathematics reform programs to work more effectively in schools. CMCD is based on ten dimensions of classroom management: 1) Enhancing Management Philosophy and Values; 2) Establishing Positive Classroom Norms; 3) Organization for Active Classroom Learning Environments; 4) Development of Cooperative Discipline Strategies for Students; 5) Management Approaches for the First Days and Weeks of School; 6) Building Self-Discipline in the Classroom; 7) Management Approaches for the Second Half of the School Year; 8) Building Schoolwide Self-Discipline; 9) Maximizing Parent/Community Roles in Classroom Management; and 10) Self-Improvement Through Self-Assessment.

CMCD has undergone extensive research on its initial and long-term effectiveness. This research has demonstrated that CMCD has long-term positive effects, including increases in student and teacher attendance; significant increases in student achievement and improved school and classroom climate.
http://www.coe.uh.edu/CMCD

PROJECT GRADUATION REALLY ACHIEVE DREAMS (PROJECT GRAD) (PreK-12)*

Project GRAD is a framework for comprehensive systemic change brought about by combining specific instructional, classroom management, and community/parental involvement strategies. Program efforts are directed at the high school and the elementary and middle schools of a district's single feeder pattern.

The focus of each Project GRAD component is professional development. The three instructional components are Success for All, MOVE IT MATH, and Consistency Management and Cooperative Discipline. Communities in Schools addresses the support component.

The reading component of the program uses Success for All. The Math program, Math Opportunities, Valuable Experiences, Innovative Training (MOVE IT MATH), was created at the University of Houston. According to the literature, MOVE IT MATH is a "K-6 university-based professional development program that advocates mathematics instruction based on the use of manipulatives to address a wide variety of learning styles."

Consistency Management and Cooperative Discipline is an approach to classroom management emphasizing student accountability and responsibility. Consistency Management has proven to be very effective in lowering the numbers of discipline problems and referrals to the principal's office and raising attendance and achievement.

The fourth component of Project GRAD is Communities in Schools, the parent and community involvement program. The program provides a method for providing a variety of support services to schools to encourage parental involvement.
http://www.hern.org/~grad/ or http://www.projectgrad.com/newark

WEB SITES

NJ Department of Education (DOE)
http://www.state.nj.us/education/

Abbott Regulations:
http://www.state.nj.us/njded/abbotts/abbottregs1.htm

WSR Background Paper:
http://www.state.nj.us/njded/abbotts/wsrback.htm

NJ DOE: Core Curriculum Content Standards
http://www.state.nj.us/njded/cccs/index.html

A Study of Supplemental Programs and Recommendations for the Abbott Districts
http://www.state.nj.us/njded/abbotts/abbottstudy.htm

Whole School Reform Background
http://www.state.nj.us/njded/abbotts/wsrback.htm

New Jersey Commission on Holocaust Education
http://www.state.nj.us/njded/holocaust

Professional Development
http://www.state.nj.us/education

School-to-Careers and College Initiatives
http://www.state.nj.us/career

FEDERAL RESOURCES

US Department of Education
CSRD Program, Comprehensive School Reform Demonstration Program
http://www.ed.gov/offices/OESE/compreform

NCREL - North Central Regional Educational Laboratory
http://www.ncrel.org/csri/

NWREL - Northwest Regional Educational Laboratory
http://www.nwrel.org

LSS - Laboratory for Student Success
http://www.temple.edu/LSS/csr.htm

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USEFUL SITES FOR PLANNING REQUIRED PROGRAMS IN SECONDARY SCHOOLS (RPSS)

Alternative Education
http://www.dropoutprevention.org

NJ Association of Educational Technology
http://www.njaet.org

Substance Abuse and Mental Health Services Administration
www.samhsa.gov

Center for the Study and Prevention of Violence - University of Colorado
www.colorado.edu/cspv./cspvinfo/cspv.html

SSC - Safe Schools Coalition, Inc.
www.ee.mtu.edu/safe

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GLOSSARY OF TERMS

Abbott District - one of the 28 urban districts specifically identified in the appendix to Raymond Abbott, et al. v. Fred G. Burke, et al. and the following districts not included above but designated Abbott districts pursuant to P.L. 1999, c.110, Neptune Township and Plainfield, and such other districts as may qualify in the future. Abbott district shall not include a charter school located within any of these districts.

Abbott V -- the Supreme Court decision in Abbott v. Burke, 153 N.J. 480 (1998).

ASSA – Application for State School Aid

Baseline Data -- First-year data of official results from an assessment upon which results from subsequent years can be compared to determine progress, both real and relative.

Benchmark -- A statement of measurable progress toward achievement of an objective as measured by state assessments. The benchmark is site specific, based on data collected in the needs assessment.

Board of Education (or "board") - the local board of education, or the State district superintendent in the case of a State-operated school district, of an Abbott district.

CBO – Community Based Organization

CCP – Certified Childcare Professional

CDA – Child Development Associate

CEIFA – Comprehensive Educational Improvement & Financing Act

CES – Coalition of Essential Schools

CFL – Communities for Learning

Chief School Administrator - the superintendent or administrative principal of an Abbott district, or the State district superintendent in the case of a State-operated school district.

Core Curriculum Content Standards (CCCS) - the standards of achievement established for the provision of a thorough and efficient education pursuant to N.J.S.A. 18A:7F-4.

Commissioner - the Commissioner of Education or the Commissioner's designee.

CSA – Chief School Administrator

CSRD – Comprehensive School Reform Demonstration Program

DARE – Drug Abuse Resistance Education

DEP – Demonstrably Effective Program (the old Education Improvement Plan)

DEPA – Demonstrably Effective Program Aid

Department - the New Jersey Department of Education.

Developer - an expert or team of experts that has effectively integrated research-based programs and strategies to develop a Department-approved whole school reform model.

DHS – Department of Human Services

DHS-Licensed Childcare Provider - a childcare provider licensed by the Department of Human Services pursuant to N.J.S.A. 30:5B-1 et seq.

DOE – Department of Education

ECP – Early Childhood Program

ECPA – Early Childhood Program Aid

Early Childhood Expenditures - expenditures related to the provision of kindergarten for five-year-olds and approved preschool programs for three and four-year-olds.

EMP – Educationally Meritorious Program

ESL – English as A Second Language

ESPA – Elementary School Proficiency Assessment

FACES – Family and Children Early Education Services

FANS – Families Achieving the New Standards

FTE - a full-time equivalent student which shall be calculated pursuant to N.J.S.A. 18A:46-6.

GAAP - Generally Accepted Accounting Principles

Goal- A standard for evaluating the effectiveness of the improvement process

GEPA – Grade Eight Proficiency Assessment (replaced the Early Warning Test or EWT).

HSPA - High School Proficiency Assessment (replaced the High School Proficiency Test or HSPT).

IASA – Improving America Schools Act

IEP – Individualized Education Plan

Illustrative Budget - a budget that was developed in consultation with the WSR model developer and includes all the costs to implement a WSR model that incorporates all of the requirements of the WSR model for New Jersey schools.

LEA – Local Education Agency

NAEYC – National Association for the Education of Young Children

NAS – New American Schools

Needs Assessment - an evaluation of impediments and deficiencies that prevent students from achieving the Core Curriculum Content Standards identified by a valid assessment methodology. Once identified, the needs are compared to existing programs and services using data to determine their effectiveness in addressing each need. If the needs are not addressed by existing programs and services, the needs assessment is expanded to identify a proven program strategy that should be implemented.

NCREL – North Central Regional Educational Laboratory

NJAC – New Jersey Administrative Code

NJSA – New Jersey Statutes Annotated

NWREL -- North West Regional Educational Laboratory

Objective - a statement which specifies a measurable change in student achievement, behavior or attitude, the target population, and the educational program or strategy that will lead to the achievement of the objective.

OFRI – Office of Fiscal Review and Improvement

OPRI – Office of Program Review and Improvement

Particularized Need - a need that is supported by an assessment of needs of a specified population of students in a given school and is not effectively addressed by a WSR model, an alternative program design, or by the required supplemental programs

P.L. – Public Law

PIRC – Program Improvement Regional Center

RPSS – Required Programs in Secondary Schools

School-Based Budget - a school budget for an individual school that includes the instructional and support, staffing, programs and services designated for that school site

School Management Team (SMT) - a school-based planning and decision-making team established pursuant to N.J.A.C. 6A:24-2.1 et seq.

School Review and Improvement Team (SRI Team) - a team of Department of Education staff assigned by the Commissioner to work with Abbott schools in implementing the Court's decision pursuant to N.J.A.C. 6A:24-1.3.

Secondary - middle and high school grades 6 through 12, except in districts having an elementary structure incorporating grades 6 through 8, in which case it means grades 9 through 12.

SFA – Success For All

SLT – School Leadership Team

SMT – School Management Team

SRI – School Review and Improvement Team

STC – School-to-Career

STW – School-to-Work

Success for All/ Roots and Wings (SFA/R&W) - a nationally proven, research-based whole school reform model developed by Dr. Robert Slavin and other researchers at Johns Hopkins University.

Supplemental Program or Service - any program or service that exceeds the requirements of the WSR model, the whole school alternative program design, or the required secondary programs.

T&E – Thorough and Efficient

UCC – Urban Coordinating Council

Unapproved Costs - the additional costs, if any, of a school facilities project which result from design factors that are not required to meet the facilities efficiency standards and were not approved by the Department as a particularized need pursuant to N.J.A.C. 6A:24-5.1 et seq.

Virtual Academy - a proposed Web site designed to use technological resources to provide educators with timely, high-quality professional development materials that directly relate to the initiatives put forward the by department.

Whole School Alternative Program Design - that whole school alternative program or "home grown proposal" established pursuant to N.J.A.C. 6A:24-4.2.

WSR – Whole School Reform

Whole School Reform Implementation Plan - a comprehensive school plan that includes the necessary components to implement the WSR model or the whole school alternative program design and the required secondary programs, as well as the integration of all state, federal and local resources to support those components.

Whole School Reform Model (WSR Model or Model) - is a whole school reform model as established in N.J.A.C. 6A:24-4.1 et seq.

Whole School Reform School (WSR School) - any of the schools approved by the Department to implement a whole school reform.

Workpapers – Fiscal forms used by WSR schools to provide budget data used in the development of their school-based budgets.

Zero-Based Budget - a budget in which there has been a concentration of all available resources to support a district's or school's current objectives and strategies for achieving the CCCS, after an annual assessment and determination of those objectives and strategies. It also means a budget in which resources are allocated and reallocated to support those objectives and strategies, and individual budget items are justified on the basis of needs, directly related to the achievement of those objectives and strategies.